DOCUMENT RESUME

ED 111 778 SP 009 469

AUTHOR	Sacay, Valerie Hakam, Ed.
TITLE	Teachers and Teaching: Annotated Bibliographies on Selected Topics. Volume 3: Characteristics, Attitudes, and Values of Teachers.
INSTITUTION	City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.
PUB DATE	Jun 75
NOTE	159p.; For related documents, see SP 009 467 and 468
EDRS PRICE	MF-$0.76 HC-$8.24 Plus Postage
DESCRIPTORS	Abstracts; *Annotated Bibliographies; Curriculum; Job Satisfaction; *Personal Values; *Role Perception; Teacher Aides; *Teacher Attitudes; *Teacher Characteristics; Teachers; Work Environment

ABSTRACT

This bibliobraphy is comprised of annotations of 142 selected research articles and reports, on topics relating to factors which influence teachers' perception and fulfillment of their professional role, which have appeared in the literature from 1968 to 1972. Items relating to factors such as organizational climate, curriculum, job satisfaction, and teacher aides are included. The entries are numbered and are arranged alphabetically by author in the body of the bibliography. Code letters identify descriptor categories by which each item is classified. A listing of items by descriptor category follows the annotations. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED111778

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TEACHERS AND TEACHING: ANNOTATED BIBLIOGRAPHIES ON SELECTED TOPICS

VOLUME 3: CHARACTERISTICS, ATTITUDES, AND VALUES OF TEACHERS

SP 009 469

Teachers and Teaching: Annotated Bibliographies on Selected Topics

Valerie Hakam Sacay, Editor

Volume 1:	Teacher Candidates
Volume 2:	Analyzing Teacher Attitudes Toward Students and Behavioral Interaction in the Classroom
Volume 3:	Characteristics, Attitudes and Values of Teachers
Volume 4:	Evaluation of Teacher Qualifications and Performance for Purposes of Selection, Self-Improvement, and/or Professional Advancement

BROOKLYN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
Institutional Research and Program Evaluation

June, 1975

ACKNOWLEDGMENTS

Appreciation is due to the Research Assistants and Annotators who prepared much of the original material for this volume. They are, Ms. Louise Mini, Ms. Betsey Bittlingmaier, Mr. Arthur L. Hausman, and Mr. Steven Korner.

v.h.s.

INTRODUCTION

This bibliography is comprised of annotations of selected research articles and reports, on topics relating to factors which influence teachers' perception and fulfillment of their professional role, which have appeared in the literature from 1968 to 1972. Items relating to factors such as organizational climate, curriculum, job satisfaction and teacher aides are included. The entries are numbered and are arranged alphabetically by author in the body of the bibliography. Code letters identify the descriptor categories by which each item is classified: those written entirely in capitals refer to grade levels while those written in upper and lower case refer to topic areas. A listing of items by descriptor category follows the annotations.

CODE LETTERS AND DESCRIPTOR CATEGORIES

Code		Descriptor
PSL		pre-school level
EPL		primary or elementary level
JHL		junior high or high school level
CUL		college or university level
AEL		adult education, trade or technical education
A--		attitudes of teachers toward or as a result of--
	Acp	curriculum, school practices, innovations
	Aed	educational issues, evaluation, teaching and research
	Ain	inservice education, special training, study institutes
	Ame	instructional resources, newer educational media
	Arc	racial issues, disadvantaged children
Car		characteristics, background
Com		comparative studies
Job		job satisfaction, job locale, working conditions
Mem		membership in teachers' organizations, unions
Org		organizational structure, organizational climate
Per		personality attributes or traits, creativity
Pro		problems perceived
Rel		relationships with principals and other personnel
Rlp		role perception

Code	Descriptor
Tap	teacher aides, auxiliary personnel
Tem	tests and measurement devices
Val	values

Com
Org
Rel
Rlp

1. Adams, R.S. Teachers and Their Social Relationships. Paper read at American Educational Research Association Annual Convention, 1969. ED 028 130

A study examined (1) how teachers in England, Australia, New Zealand, and the United States think others expect them to behave and (2) the amount of divergence existing between these expectations and the teacher's own attitudes. A teacher-questionnaire listed 10 teacher activities (derived from an interview phase of the study) representing behavior that the teachers themselves thought to be important in their social relations: attending PTA meetings regularly, accepting nonprofessional duties willingly, maintaining orderliness and quietness in the classroom, encompassing a broad range of educational goals, using corporal punishment, using free periods only for professional matters, adhering strictly to a prescribed curriculum, giving voice publicly on controversial topics, having an occasional drink at a local pub or bar, preparing pupils to "get ahead" in life. Respondents indicated their level of approval of each item and then indicated the degree of approval "perceived" in each of the four "significant other" groups (other teachers, principals, educational officials, and parents). Responses were converted to scale scores on a five-point scale and mean responses calculated by country. Findings are presented in graph form, and conclusions are listed for each item and for the total study. (ERIC abstract)

EPL
Org
Per

2. Anderson, D.D. Personality attributes of teachers in organizational climates. Journal of Educational Research, 1969, 62, 441-443.

Purpose. To ascertain whether personality patterns of elementary school teachers in schools possessing Open Organizational Climates differed from those of teachers in schools with Closed Organizational Climates.

Procedure. The Organizational Climate Description Questionnaire (Halpin & Croft) was used to establish the character of the schools. The Edwards Personal Preference Schedule was used to obtain the personality patterns of 71 teachers in "open" schools and 55 teachers in "closed" schools. Data were analyzed through the use of the generalized F-test and the t-test.

Results. As measured by the EPPS, personality attributes of teachers in schools possessing open organizational climates are not significantly different from those of teachers in schools with closed organizational climates. Teachers in open climate schools possess significantly ($p < .05$) less intraception and abasement than the other group.

EPL
Acp
Com

3. Anttonen, R.G., and Deigham, W. An Exploration Into Teacher and Student Arithmetic Attitude at Grades 3, 5, and 6. Paper read at American Educational Research Association Annual Meeting, 1971. ED 047 983

Purpose. To compare students' attitudes toward arithmetic with their teachers' attitudes toward arithmetic.

Procedure. Subjects were 1022 students and 39 teachers of grades 3, 5, and 6 from one school district in Cleveland, Ohio. The district is middle-class with an average family income of $12,000 per year. The students and 25 of the teachers were given a 28-item arithmetic attitude scale developed by Dr. Cyril J. Hoyt (Anttonen, 1967). A 3x3x2 crossed analysis of variance was used. The independent variables were: teacher attitude (high, low, middle); grade level (3, 5, and 6); and sex of student. The dependent variable was the mean classroom attitude score calculated separately for each sex.

Results. Any interaction involving teachers' opinions failed to reach statistical significance. There was a significant difference at the .01 level between the three grade levels with a decrease in affirmative attitudes toward arithmetic at higher grade levels.

EPL
Acp
Aed

4. Axelberd, F.J. Attitudes of elementary school teachers toward counseling and guidance in the elementary schools. Journal of Experimental Education, 1969, 37(3), 1-4.

Purpose. To investigate the attitudes of elementary school teachers toward counseling and guidance.

Procedure. The subjects were 388 elementary school teachers. Seven elementary schools with at least a two-year guidance program and two control schools (no guidance or counseling program) were used. The schools were located in three urban counties and one rural county. Each teacher received modified versions of the Scale of Attitudes (Barker, 1966) and the Scale on Attitudes Toward Counseling (Form, 1955).

Results. Findings indicate that teachers in schools with guidance programs have more favorable attitudes toward counseling.

Aed
Com

5. Bardwell, R.W. Differences in Perception of Citizens and Teachers About Educational Issues. (Ph.D. thesis, University of Wisconsin) 1960. ED 019 582

All professional teaching personnel and a random sample of citizens from an eastern Wisconsin suburb and a northwestern Wisconsin rural community were surveyed by an 88-item opinion questionnaire to compare the perceptions of teachers and citizens in regard to problems and issues of educational viewpoint, the task of the school, and differential compensation for teachers. There were no significant differences in overall perceptions of these problems and issues between the groups of teachers in the two communities. The four groups of teachers and citizens did not show a significant degree of consistency in perceiving problems of educational viewpoint. Only in the suburban community did citizens and teachers differ significantly as to the task of the school. Although neither citizens nor teachers favored differential teacher salaries, nor differed greatly in perceptions of the teaching process, the two groups differed significantly in perceptions of general salary problems. (ERIC abstract).

6. Barlow, M.L., and Reinhart, B. Profiles of Trade and Technical Teachers — Summary Report, 1967. Los Angeles: University of California, 1967. ED 014 309

The population for this study was limited to trade and technical teachers in California who held full-time credentials and who were not engaged primarily in administration or supervision. Tables, charts, and graphs present information concerning the subjects taught, age, sex, marital status, type of school, credentials and education (both current and planned), earnings, status, organizational affiliations, and distribution by counties. A comprehensive report, presenting details in each of these areas, is in preparation. (ERIC abstract)

EPL
JHL
Acp
Car

7. Benell, F.B. Frequency of misconceptions and reluctance to teach controversial topics related to sex among teachers. Research Quarterly of the AAHPER, 1969, 40(1), 11-16.

Purpose. To investigate the frequency and kind of misconceptions about sex that certain teachers have as related to their age, sex, and grade level.

Procedure. The subjects were 543 teachers from northern California who taught kindergarten through 12th grade. Each responded to 135 true-false statements which indicated their social and biological attitudes toward sex.

Results. Statistical analysis of the data indicates that teachers have more misconceptions about the social and psychological area than about the biological area on sex-related topics, and elementary teachers have more misconceptions than secondary teachers. Those teachers with the fewest misconceptions indicated that they were more amenable to teaching controversial sex-related topics while those with the greatest number of misconceptions indicated the least willingness to teach such topics.

EPL
Acp
Aed

8. Berben, E.A. A Survey of Attitudes of Elementary Educators Concerning Elementary Counseling. Oshkosh: Wisconsin State University, 1968. ED 026 654

This paper presents a survey of attitudes held by elementary educators concerning counseling in the elementary schools. A questionnaire was completed by 200 elementary educators in five Wisconsin cities. Participants ranged from special instructors, through kindergarten, primary, and intermediate grade teachers, and principals. Some 94% believed elementary counseling is needed, with more males feeling so than females, and more such feeling among newer educators than among career educators. No statistically significant differences were found between the views of subgroups, either in the belief that counseling is needed, or the extent to which such programs should be carried out. (ERIC abstract)

Aed
Arc
Car
Job

9. Besag, F. Professional characteristics and attitudes of teachers: sex, race and teaching area differences. Urban Education, 1970, 5 (3), 268-286.

Purpose. To determine if certain beliefs and attitudes concerning the inferiority of inner-city teachers were valid; and to determine whether the belief that teachers move out of black area schools as soon as possible was factually supported.

Procedure. A complete list of teachers in a large metropolitan school district was obtained. Sex, race, and present teaching situation (black or non-black area) were determined. Eight groups were generated from this information: male, Negro, black area; female, Caucasian, black area, etc. From each group 15 teachers were selected randomly for inclusion in the study. These teachers were sent a questionnaire, half of which was devoted to demographic items and half to educational questions such as certification status, length of tenure, desire to become a principal, etc.

Results. On the basis of the data collected, it would appear that Negro teachers are not less qualified, nor are black area teachers. Female teachers are not less qualified. The belief that there is sexual bias against women appears to be valid. In relation to job satisfaction: a large number of teachers have seriously considered leaving the classroom; Negro teachers are more interested in administration and policy making than are Caucasians; males and Caucasians more often thought of leaving the educational establishment altogether.

Comment. Purely descriptive statistics; no analysis of data.

JHL
Car
Per

10. Bishop, W.C. Successful teachers of the gifted. *Exceptional Children*, 1968, 34(5), 317-325.

Purpose. To determine the personal qualities of those teachers perceived as successful by gifted high school students.

Procedure. One hundred and eighty-one high school students, who were chosen to participate in the Governor's Honors Program for gifted students in Georgia, completed questionnaires wherein they listed their high school teachers who, in their judgment, were the most successful teachers. From the lists of teachers submitted, three groups were chosen for study. One group included 109 teachers selected by one or more students as his "most successful" teacher. Another group consisted of 97 teachers who had formerly taught in the Governor's Program but who had not been selected. The third group included 30 teachers who were selected for intensive study which included an interview, the verbal section of the Wechsler Adult Intelligence Scale (WAIS), Edwards Personal Preference Scale (EPPS), and an examination of college transcripts.

Every teacher in the study completed a copy of the Teacher Characteristics Schedule (TCS) constructed by Ryan (1960). This schedule is a 176-item inventory which estimates teacher behavior, attitude, verbal ability, etc., from responses to multiple choice items relating to preferences, judgments, activities, personal background, etc.

Results. Teachers who were identified by the students as being effective did not differ from teachers not so identified in terms of sex, marital status, undergraduate background, level of education, course work preparation or extent of association with professional organizations. Findings indicate the following in regard to identified teachers:

(1) These teachers obtained an IQ score placing them in the upper 3 percent of the general population and significantly higher than that of their colleagues.
(2) They were more "intellectual" in nature.
(3) They had high achievement needs.
(4) They became teachers because of their desire for intellectual growth.
(5) They were more student oriented, i.e., were more sensitive to the students' personal needs, interests, motives, etc.
(6) They had greater interest in student classroom participation and opinion.

(7) They were more systematic and businesslike in their classroom approach.
(8) They stimulated their students to want to learn, study and think independently rather than just accumulate bits of data.
(9) They had significantly expressed a definite desire to teach the exceptionally gifted child.

Comment. These conclusions imply that special consideration should be given to the selection of teachers for the gifted. Such teachers should possess those qualities which are common to the gifted group, and should also have a special interest in working with these students.

EPL
JHL
Car
Per

11. Bledsoe, J. Personality characteristics and teaching performance of beginning teachers as related to certification status. Journal of Research and Development in Education, 1968, 2, 3-48.

Purpose. The second part of this study compared first-year teachers (professional certificates) with first-year teachers (provisional certificates) in six areas: performance as perceived by pupils; overt classroom behavior of teachers as perceived by trained observers; personal and professional characteristics; role expectancies; and self-concepts. The hypothesis was that no significant differences would appear among responses on several self-report inventories, pupil evaluations of teacher characteristics, and appraisals of trained observers. This study is part of the Georgia Teacher Education Research Project.

Procedure. The sample consisted of five groups of randomly selected provisionally (N=220) and professionally (N=250) certified teachers in the areas of science, social science, English, and mathematics at the secondary level and teachers of elementary grades.

Instruments relevant to teacher behavior were: Teacher Practices Questionnaire (TPQ), The Teacher Characteristics Schedule (TCS), Pupil Observation Report and the Classroom Observation Record. Pupils in a randomly selected class responded to the 38-item Pupil Observation Report which generated five factors yielding five scores for each of 470 teachers obtained from approximately 12,000 pupils.

Results. The pupils as a whole perceived the beginning teachers very favorably. The most admired behavior dimension was "Knowledgeable, Poised," a factor related to cognitive abilities and skills. The certification variable yielded no significant differences.

The only significant difference on the TPQ scales was that professional teachers perceived the role of Teacher-as-Counselor as more appropriate. Significant differences were obtained on four of the ten TCS dimensions. Professional teachers viewed themselves as more understanding and friendly, and had more favorable opinions of pupils, democratic practices, and administrators.

Bledsoe, J.

Results of the Classroom Observation Record indicated that professional teachers were seen by the observers to be more responsible and businesslike, and more skillful in the use of teaching media, materials, and methods. Significant differences were also observed uniformly favoring women.

12. Bledsoe, J. et al. Comparison Between Selected Characteristics and Performance of Provisionally and Professionally Certified Beginning Teachers in Georgia. Final Report. Athens: Georgia University, 1967. ED 015 553

This study compares selected personality characteristics and teaching performances of professional teachers (with specified education courses) and provisional teachers (without the education sequence) in Georgia. The study consists of two parts (1) a longitudinal study which followed a 1964-65 Georgia beginning teacher population for three years, and (2) an intensive study which compared characteristics and performances of samples of beginning teachers. Part II tested the hypothesis that professional teachers do not differ from provisional teachers in selected criteria. A conceptual model was proposed that professional teachers differed from provisional teachers (1) very much on "choice of vocation" factors, (2) somewhat less on "teacher preparation program" perceptions, (3) very little on reactions to first-year teaching experiences, and (4) very much on "future plans" opinions. The model was confirmed in both longitudinal and intensive studies. In Part II, the main variables were found to be teacher sex, certificate status, teaching field, and place of training. Professional teachers were rated by trained observers as more systematic-responsible, more skilled in the use of teaching media, more competent in nonspecific teaching behavior, and generally more competent. Implications for practices and research are also discussed. (ERIC abstract)

AEL
Ain

13. Brantner, S.T. *Trade and Technical Teacher's Opinions on Inservice Education.* University Park: Pennsylvania State University, 1964. ED 016 044

Three hypotheses concerning the inservice education activities of technical and industrial teachers and supervisors in professional and subject matter areas were tested — (1) technical and industrial teachers do participate in inservice education, (2) individual experiences and characteristics do not influence the teacher's opinion of such education, and (3) teachers and supervisors believe that more subject matter inservice education is necessary. A list containing 22 professional inservice activities and 22 subject matter activities was checked by 91 administrators and 285 teachers as to their past participation and willingness to participate. Some conclusions were — (1) Teachers participated in as much professional as subject matter inservice education, and (2) experience and preparation had more effect on their preferences in professional inservice education than in subject matter inservice education. The recommendations were — (1) inservice education activities in both professional and subject matter categories should be increased, (2) teachers should be involved in choosing, planning, and executing their inservice education activities, and (3) planners of inservice education should be cognizant of the personal experiences of teachers and their affect on the program. (ERIC abstract)

CUL
Car
Org
Per
Rlp

14. Brawer, F.B. Personality Characteristics of College and University Faculty: Implications for the Community College. Washington, D.C.: American Association of Junior Colleges, 1968. ED 026 048

Viewing the community college as oriented toward teaching rather than research, the author reviewed material that could (1) assist in the selection and placement of junior college faculty and (2) help people involved in the junior college movement to better know what they, themselves, and the movement are about. The monograph consists of (1) a review of personality theory and assessment, (2) reports of teacher personality, (3) classifications of faculty members on the bases of psychological and sociological theories, (4) a typology of junior college teachers, (5) potentially useful research, (6) faculty selection, (7) teacher training, (8) innovative amenability, (9) faculty roles, and (10) teacher-student relationships. Twenty recommendations included: (1) college and community should jointly define institutional goals, (2) administrators and faculty should understand every person's uniqueness and know himself as well, (3) professors of higher education should emphasize problems of the community college, adopt an inquiring mind, and encourage doctoral candidates to evaluate both organization and self, (4) doctoral students preparing for junior college work or research on personality assessment, occupational roles, or higher education should utilize systematic designs where sets of identifiable conditions relating to learning are specified. The author concludes that, if the community college is to grow dynamically and with direction, it must know the people within it and our search must continue to help them. (ERIC abstract)

CUL
Car
Per
Rlp

15. Brewer, R., and Brewer M. Relative importance of ten qualities for college teaching determined by pair comparisons. Journal of Educational Research, 1970, 63, 243-246.

Purpose. This research attempted to obtain rankings and indices of the relative importance of selected teacher qualities (1) of teachers in general and (2) of specific teachers the students look upon as superior.

Procedure 1. Ten qualities were chosen to represent a wide range of qualities and rank positions. The 45 possible pairings were arranged into a nine-page booklet. The rating task was presented as a standard pair comparison procedure. Ratings were made by 627 midwestern university undergraduates. Subjects gave data indicating year in school, GPA, major field, and career plans. Equal-interval scale values were assessed for university subgroups and a 10x10 matrix was constructed for each subgroup. Inspection of matrices revealed a high degree of internal consistency of trait rankings. Linear transformations of scale values for each subgroup revealed striking similarities and almost no inconsistencies in rank order. Thus students at different schools and with different levels of experience are homogeneous in evaluation of teacher qualities.

Results 1. In view of the discrepant rankings of the research accomplishment trait assigned by students in the first phase of the study, and the expected high rankings of this trait by faculty and administration, modified questionnaires were given to the latter group (N=254). Correlation between faculty and student ratings was .94--reflecting general consensus on trait ordering (especially the four most and three least important traits) though slight differences were noted.

Procedure 2. Since abstract, "ideal type" ratings may differ from those of a good teacher in a real classroom situation, a phase of this research was designed to assess students' perceptions of actual college teachers.

Ratings were made by 120 university students on the same previous questionnaire of a specific college teacher that the student considered to be "good".

Results 2. Correlation between the two sets of ratings was .88, indicating that rank ordering of traits was not very different across the two rating tasks. Scale intervals for real teacher

Brewer, R., and Brewer M.

ratings were much smaller than those for ideal teacher ratings, indicating that actual teacher qualities were less differentially perceived than ideal teacher qualities.

Discussion centers on implications of results for effective college teaching and teacher promotion. Investigation of quality differences is suggested. Limitations of the research method are not noted.

EPL
Car
Org
Per
Rel

16. Bridges, E.M. Preferences of Principals for Instrumental and Expressive Characteristics of Teachers Related to System Type. Paper read at American Educational Research Association Meeting, 1968. ED 018 855

Elementary school principals prefer teachers with expressive characteristics. This was the major result stemming from tests of two hypotheses (1) elementary principals in working class (Type W) school systems in contrast to principals from middle class (Type M) systems, will indicate a higher probability of success in their school systems for teachers with instrumental characteristics than for teachers with expressive characteristics, and (2) elementary principals in Type M school systems, in contrast to principals from Type W systems, will indicate a higher probability of success in their school systems for teachers with expressive characteristics than for teachers with instrumental characteristics. Twelve school systems (six Type W and six Type M) in the St. Louis metropolitan area were selected for study. Student teacher evaluation forms were constructed and sent to 72 elementary school principals in these systems. Fifty-six usable replies were returned, 29 from Type M and 27 from Type W. A three-way analysis of variance was performed with the "probability of success" rating assigned by principals to each teacher as the dependent variable and "system type", "teacher type," and "level taught" as the independent variables. The results indicated that the two hypotheses did not hold, but that both types of systems clearly expressed a higher probability of success for teachers of the expressive type than for instrumental types. (ERIC abstract)

EPL
Org
Per

17. Briner, C. Organizational Structure, Teacher Personality Characteristics and Their Relationship to Organizational Climate. Final Report. California: Claremont Graduate School, 1970. ED 040 510

Purpose. To investigate (1) the interaction between properties of organizational structure and certain personality traits of organizational members, and (2) how this interaction relates to the organizational climate of elementary schools.

Procedure. Subjects were 296 southern California teachers. They responded to the Organizational Climate Description Questionnaire (Halpin & Croft); the 16 Personality Factor Questionnaire; and the Structural Properties Questionnaire (specifically designed to measure degree of formalization, centralization, complexity and stratification). The latter consisted of 63 items with four categories of response.

Results. The findings supported the concept that teachers' perception of the structural properties of school organization, in interaction with certain personality characteristics of the teachers, is related to their perception of organizational climate.

EPL
JHL
Aed
Car
Job
Mem
Org
Per

18. Brinkmeier, O.A. et al. Inside the Organization Teacher--The Relationship Between Selected Characteristics of Teachers and Their Membership in Teacher Organizations. Minnesota: Educational Research and Development Council of Twin Cities, 1967. ED 015 542

The first phase of a coordinated three-dimensional study of teacher characteristics investigated platform differences between the state's two main teachers' organizations and the knowledge, opinions, and attitudes of teachers on 11 issues over which the Education Association and Federation of Teachers affiliates were in conflict. The second study examined the relationship between teacher personality factors and teacher organization membership. The third study examined relationships between the organizational climate of a school and teacher organizational membership and activity patterns. Response data were analyzed from a return of 1,262 questionnaires (90.5% of 1,426 total), representing an 11 percent stratified random sample of public school teachers in the seven county Twin Cities area--417 teachers from 21 elementary schools, 320 from seven junior high schools, 448 from nine large secondary schools, and 241 from eight small secondary schools. The vast majority of members of teachers' organizations were found to agree with their organization's position on controversial issues. While distinctive personality characteristic patterns were found among members of the two organizations, teacher organization membership was found to be unrelated to the organizational climate of a school. An interpretive outline summarizes 38 findings, with implications to help teachers, leaders, and administrators visualize their environments. (ERIC abstract)

19. Brown, H.D. An Investigation of Attitudes and Opinions Held by Teachers of Vocational Agriculture and Their Administrators Regarding Selected Areas of the Vocational Agriculture Program. (Ed.D. thesis, Oklahoma State University) 1965. ED 022 875

Data were collected with a mailed questionnaire to determine differences of opinion and attitudes of vocational agriculture between teachers and their administrators regarding selected aspects of vocational agriculture. Teachers were more positive in belief of the need for adult and young farmer education. Both teachers and administrators indicated a need for revisions in the Future Farmers of America (FFA) organization. Teachers were more concerned with aspects which affected them personally, while administrators had more diversified concerns. Teachers and administrators agreed on the desirability of curriculum expansion into training for off-farm agricultural occupations. Teachers did not wish to share facilities and equipment with other vocational teachers. Both groups believed that supervised farming programs must be modified. It was concluded that (1) a highly coordinated program did not exist, (2) teachers were sensitive to criticism, (3) both groups were convinced of the value of FFA, (4) teachers would continue to lead in adult and young farmer education, and (5) administrators were more receptive to change than teachers. (ERIC abstract)

JHL
Car
Job
Org

20. Burge, G. A Survey of Training, Assignments, and Attitudes of English Teachers in Iowa Public Schools — Grades 9 - 12. Des Moines: Iowa State Department of Public Instruction, 1967. ED 015 176

Through a recent questionnaire survey of all Iowa teachers assigned at least one English class in Grades 9 - 12, comprehensive information was collected on teacher training, assignments, and attitudes. Results showed that approximately two-thirds of the secondary English teachers were women, that all teachers had bachelor's degrees, and that 60 percent had majored in English, 22 percent in related fields, and 18 percent in unrelated areas. Approximately half of the teachers of English had multiple assignments, whereas the remainder taught only one grade level or one type of course. The majority of English teachers had teaching loads of not more than four or five classes and 125 students, but heavier loads were not uncommon. Such innovations as team teaching, classroom book collections, and programed materials were frequently being employed, and homogeneous grouping was reported by 35 percent of the teachers. Only approximately one-third of Iowa's English teachers were pursuing a graduate major in English, but 54 percent were selecting college courses to help them improve their teaching, particularly in English language and composition. Although teachers found professional journals very helpful, only one-third belonged to English professional organizations and only 52 percent had attended an English professional meeting in the three years before the survey. (ERIC abstract)

JHL
Aed
Com

21. Burton, I.R. Teacher attitudes on consumer issues. *Delta Pi Epsilon Journal*, 1971, 13 (4), 37-40.

Purpose. To determine whether any differences existed among business education, social studies, and home economics teachers in their attitudes toward consumer issues; and to discover whether differences existed among these groups in their appraisal of the educational relevance of these issues.

Procedure. One hundred and twenty-one (121) business education teachers, 134 social studies teachers and 45 home economics teachers from the public high schools of Connecticut were selected by a systematic sampling technique. They were sent a Consumer Issue Questionnaire, comprised of 48 items presenting consumer attitudes, e.g. "Advertising too often substitutes the image of a product for pertinent facts about it." The teachers were asked to indicate their degree of agreement or disagreement with each item and to rate how important they felt it was for a high school student to become knowledgeable on the issue.

Results. Analysis of the results indicated that home economics, social studies, and business education teachers tended to respond in a manner similar to that of a consumer advocate and that all three groups would tend to transmit consumerism attitudes to their students.

EPL
Acp
Ain

22. Butts, D.P., and Raun, C.E. A Study in Teacher Attitude Change. Austin: Science Education Center of Texas University, 1967. ED 021 806

Purpose. To determine (1) what factors contribute to the greatest attitudinal change in teachers and (2) if these factors are related to the teacher's knowledge of science, previous teaching experience, and perception of relevance of the program to the grade level taught or to the school location.

Procedure. The subjects were 60 teachers from the Austin Independent School District and seven adjoining school districts. All the teachers were involved in the same curriculum program--Science - A Process Approach. The Semantic Differential was used to measure teachers' attitudes. The test was composed of 12 items for which the subject was to select one of a seven-point scale between polar parts. This was administered before the teachers participated in the program and again after completion of the program. Multilinear regression was used yielding 36 criterion variables.

Results. The data indicate that there was no significant relationship between the school location and attitude change. Teachers' attitudes seem to change when they are in a teacher education program to increase their competence. It was also indicated that grade level is a relevant contributor to a positive change in attitude of primary level teachers but not relevant for those at the intermediate level. Those subjects without a previous background in science developed a more positive attitude toward both science and teaching.

Acp
Ain
Car

23. Butts, D.P., and Raun, C.E. A study of teacher change. Science Education, 1969, 53(1), 3-8.

Purpose. This study concerns a teacher education program developed for the curriculum innovation known as Science--A Process Approach. The study sought to determine: (1) the influence of four factors (knowledge in subject matter area, previous preparation in subject matter area, teacher experience with expecting and handling student responses, and relevance of teacher education program to the grade level taught) upon teachers' perceptions of the curriculum innovation; and (2) the type of teacher whose perception of the innovation and practice of the innovation would show the greatest change as a result of the teacher education program.

Procedure. Nineteen teachers, with a mean of 11.2 years of experience and a mean of 13.6 semester hours of previous science preparation, participated in the teacher education program of the Science Inservice Project. The approach used involved the teachers in activities using the same teaching model the teachers were expected to use in their classrooms. Biographical information (predictor variables) was secured for all subjects. Teachers were observed four times for 20-minute classroom sessions before, during (twice), and after the program using the Classroom Observation Rating Form (criterion variable of practice). Pre- and post-program test batteries included a form of the Semantic Differential (criterion variable of perception) and the Teacher Process Measure (prediction variables of knowledge).

Results. All data obtained were intercorrelated. Analysis revealed significant correlations between: (1) a teacher's knowledge of science and the change in perception toward the way the people of a community view Science--A Process Approach; (2) knowledge of science with the teacher's perception of the "activity" of teaching (negative); (3) course hours completed in science with a teacher's perception of the impact of the innovation (negative); and (4) teacher's perception of the innovation and length of previous teaching experience. The study appears to suggest that a teacher education program can be expected to produce the greatest change in perception of the innovation with a teacher who has a number of years of teaching experience but who has few hours of previous science courses. There is no evidence that course hours in science, years of teaching experience, or grade level taught have a relationship to the strategies for classroom practices in teaching science. This may suggest that classroom practices as employed in the approach of a curriculum innovation are indeed innovative.

EPL
JHL
CUL
Aed
Car

24. California Teachers' Reactions to Certification and Pre-Service Courses. Supplementary Research Report Number 58. Burlingame: California Teachers Association Department of Research, 1966. ED 024 632

In 1966, the Research Department of the California Teachers Association sent a questionnaire to a stratified random sample of California teachers. Of 2,400 questionnaires distributed, there were 2,061 (85.9 percent) usable returns. The questionnaire asked about the professional status of the teacher and his professional judgments regarding teacher education and certification. In general, the teachers surveyed appeared to favor the status quo in certification (four years of preparation for beginning elementary teachers, five years for high school teachers, and continuation of direct applications to the state department of education for issuance of credentials); the one change favored was to credential junior college teachers on the basis of the master's degree only. Most teachers indicated that preservice courses contributed to professional development. Courses in subject matter related to teaching majors were strongly favored, while courses in subject matter related to teaching minors were less strongly favored. Methods courses received relatively favorable reactions. A low position was accorded to courses in educational philosophy. There appeared to be an almost complete separation of elementary and secondary teachers in their overall attitudes, while the responses of high school and junior college teachers were similar. (ERIC abstract)

Aed
Car
Com
Job
Mem

25. Carlton, P.W. The Attitudes of Certificated Instructional Personnel Toward Professional Negotiation and "Sanctions". Eugene: Oregon University, 1967. ED 014 801

Based on a 71 percent response from a selected sample of North Carolina principals and teachers (345 male principals, 117 female principals, 399 male teachers, and 388 female teachers), a study was made of educators' attitudes toward three components of collective action--collective negotiation, sanctions, and strikes. Likert-type scales were developed to measure attitudinal sets of the four groups of educators to each of the three components. Statistical analyses, primarily by two-way analysis of variance and Pearson Product-Moment correlation, confirmed the study's two major hypotheses--(1) male educators are more favorably inclined than female educators toward collective teacher action, including negotiations, sanctions, and strikes, and (2) classroom teachers are more favorably inclined than principals toward teacher collective action, including collective negotiations, sanctions, and strikes. Related factors analyzed included the period of educator's residence in the state, educational level, type of school unit in which employed, size of town, length of experience, level at which employed, and level of certification. Analysis indicated a significantly positive relationship between collective negotiations and the philosophical orientation of educators on a progressivism-traditionalism continuum but only minimal correlations of philosophical orientation with sanctions and strikes. (ERIC abstract)

JHL
Car
Com
Per

26. Carter, J.C. Selected Characteristics of Beginning Science and Mathematics Teachers in Georgia. Athens: Georgia University, 1967. ED 025 425

One hundred fifty-seven first year science and mathematics teachers were randomly selected from the population of beginning teachers in Georgia for the school years 1965-66 and 1966-67. Instruments used for data collection were the Classroom Observation Record (COR), Pupil Observation Survey (POSR), Bills Index of Adjustment and Values (IAV), TERP Attitude Scale, Ryans' Teacher Characteristics Schedule (TCS), The Teacher Practices Questionnaire (TPQ), and the Georgia Study of Beginning Teachers Questionnaire. Male teachers scored significantly higher in strict control and emotional stability than female teachers. Females scored significantly higher on the responsible, businesslike factor and the stimulating, imaginative factor. In general, female teachers considered teaching earlier, as a career, teaching was more often their first choice for a vocation, and they were more satisfied with their preparation than their male counterparts. Comparisons were also made between science and mathematics teachers and are reported in the study. (ERIC abstract)

Ain
Arc
Val

27. Carter, T.P. et al. Value Systems of Teachers and Their Perception of Self, and of Mexican-American, Negro and Anglo Children. Symposium on Applications of Psychological Principles to the Classroom. Paper read at Rocky Mountain Psychological Association Annual Convention, 1969.
ED 037 507

Purpose. The purpose of this study was to determine if teachers tend to project their values onto their perceptions of students.

Procedure. The subjects were 81 teachers enrolled in a six-week in-service training seminar in race relations.

Each received seven scales of Osgood's Semantic Differential (1957).

Results. The data indicate that teachers' perceptions of children are similar to how the teacher imagines and perceives him or herself.

EPL
JHL
Pro

28. Claye, C.M. Barriers to effective teaching. Journal of Negro Education, 1968, 37(2), 146-152.

Purpose. To investigate: 1) what individual teachers consider the greatest barrier to the fulfillment of their teaching potential and 2) what teachers think needs to be done to remove this barrier.

Procedure. The subjects were inservice teachers known to the graduate class in supervision at Texas Southern University during the spring semester of 1964-1965.

The teachers received questionnaires allowing them to describe or indicate the most serious barrier, circumstance or condition which prevented them from teaching at their best. They were also asked to describe what could be done to remedy the situation. Information required included teachers' sex, grade level at which they were teaching, and their teaching experience. The questionnaires were anonymous.

Results. Findings list the ten barriers most frequently mentioned by male and female elementary and high school teachers.

The authors state that teachers do agree there are barriers to effective teaching, and these barriers do not differ according to level taught, sex or experience. The longer one teaches the more one tends to perceive "too many non-teaching duties" as a barrier.

The authors conclude that their sample was too small to warrant any valid conclusions.

Comment. Experimental design and procedure is very questionable. There is little definition of terms, discussion of test materials, etc.

JHL
Acp
Ain
Car

29. Coley, J.W. The Biological Sciences Curriculum Study: Its Present Status as Perceived by Certain Biology Teachers in Florida High Schools. Tallahassee: Florida State University, 1966. ED 028 073

Two problems were studied: (1) the relationship between current programs of Biological Sciences Curriculum Study (BSCS) Biology as perceived by certain classroom teachers in Florida and the proposed BSCS program as presented by individuals associated with the Biological Sciences Curriculum Study, and (2) the relationship between certain variables, such as teacher characteristics and school status and the implementation of the BSCS program in Florida. Data on the current status and the proposed program of BSCS Biology were obtained by using a Q-sort, with 100 selected teachers responding. A questionnaire was used with the same sample of teachers to study the second problem. Findings revealed a .73 correlation between the current BSCS Biology Programs in Florida, as perceived by the teachers, and the proposed BSCS program. A significant relationship was also found between those teachers who had attended a BSCS training course and those who had a high correlation coefficient value for the type of BSCS program they perceived as being presented in their classroom. (ERIC abstract)

Com
Job

30. Collins, H.W. A comparative study of public school teacher opinion and state laboratory teacher opinion. Illinois School Research, 1971, 7(2), 38-42.

Purpose. To determine if teachers' opinions about their work would differ according to whether they were employed by the Illinois State College laboratory schools or by the public schools of corresponding communities.

Procedure. Subjects were 130 laboratory school teachers and 91 public school teachers who responded to the Purdue Teacher Questionnaire.

Results. The laboratory teachers held significantly more favorable opinions than the public school teachers on the following: Satisfaction with Teaching ($p<.01$), Teacher Status ($p<.05$), School Facilities and Services ($p<.001$), and Community Pressures ($p<.01$).

JHL
Org
Tem
Val

31. Coughlan, R.L. The factorial structure of teacher work values. American Educational Research Journal, 1969, 6(2), 169-189.

Purpose. To investigate the underlying work values of public secondary school teachers in terms of their professional, social and organizational values.

Procedure. The subjects were 192 classroom teachers drawn from four midwestern, middle-class suburban high schools. Each was administered the Teacher Preference Audit (TPA) based on Valenti's Attitude Scale (1950). The TPA consists of a 45-item paired-comparison inventory of attitudes.

Results. Factorial analysis of the data indicates five major attitudinal dimensions (in this population of teachers) which are as follows:

(1) Administrative Focus - procedures vs. person.
(2) Work Emphasis - role expectations vs. need-dispositions.
(3) Source of Authority - school officials vs. colleagues.
(4) Educational Concern - intellectual growth vs. social development.
(5) Source of Support - self vs. colleagues.

Comment. Study emphasizes the development of the TPA rather than teacher attitudes per se. No discussion of findings in terms of the attitudes. Article based on "An Assessment of Teacher Work Values" (See ERIC ED 022 721).

CUL
Car

32. Crawford, P., and Bradshaw, H. Perception of characteristics of effective university teachers: A scaling analysis. Educational and Psychological Measurement, 1968, 28 1079-1085.

Purpose. To isolate qualities of "effective" college teachers and to determine the differential scale values of these qualities as evaluated by a) faculty members, b) college administrators, and c) college students.

Procedure. Several classes of undergraduate and graduate students (n=300) were asked to write a theme describing the qualities of "classroom teaching effectiveness" of the most effective professor they knew. Thirteen descriptive statements emerged and were randomly arranged for paired comparison scaling and presented to 158 students, 50 faculty members and 30 administrators. Scale values were computed for the 13 descriptive statements for each of 10 groups.

Results. Significant coefficients of agreement were found for each matrix indicating that there was perceptual agreement among the judges within each group. When each matrix was compared with the "population" matrix, significant differences between values of descriptive statements given by the various groups of judges were noted. The least variability among the 10 groups of judges (consensus) was demonstrated by the following qualities: sense of humor, student participation and punctuality. Factors concerning organization of lectures, lack of defensive attitudes, and neat appearance showed the greatest variability (disagreement).

Though these results suggest that effective university teacher qualities can be isolated and measured quantitatively, evaluation of these qualities should be interpreted only in light of who is doing the judging. The results point to the problem the university teacher has in trying to please his students, associates, and administrators at the same time.

Com
Job
Pro

33. Cruickshank, D.R., and Stiles, R. Perceived Problems of Teachers in Schools Serving Rural Disadvantaged Populations and Their Comparison with Problems Reported by Inner-City Teachers. Knoxville: Tennessee University College of Education, 1968. ED 027 986

Purpose. To determine the perceived problems of those teaching in disadvantaged rural communities.

Procedure. The subjects were 354 teachers randomly selected from the most disadvantaged rural school districts.

All the subjects received an expanded version of the Teacher Problem Inventory (TPI) in which they were to respond to an item in terms of its frequency and severity. The test was expanded to include items that this particular population found in their experience.

The responses were organized according to frequency, severity, and their combination. Only those items found significantly weighted in the direction of frequency or severity were reported.

Results. Findings indicate that rural teachers are most concerned with the area of language arts. Their next highest concern was with students' personal characteristics, followed by family circumstances, and by school- and classroom-related problems.

Comment. A similar study was immediately conducted to provide a comparison. There was no discussion of the second study other than mentioning it indicated rural teachers' willingness to talk about their school problems. Treatment of the data was insufficient.

JHL
Acp
Car
Org
Per

34. Cunningham, D.F. Effect of Background and Personality of Teachers on Teaching Teams. Texas: Houston University Bureau of Educational Research and Service, 1964.
ED 033 071

Background and personality characteristics which are associated with successful team teaching were investigated for this study. Members of 31 secondary school teaching teams were rated by judges (who were principals, deans, and college consultants) individually and as teams on the bases of 10 background characteristics and eight personality characteristics, and completed a 16-factor personality questionnaire which included the personality characteristics on which they were rated. Also, a rating scale for each teacher, based on the 16 factors of the personality questionnaire, was completed by his school principal. Chi square analyses and tests of significance of the data showed that successful teaching team members held a higher degree, were teaching in their major field, and were more cooperative, stable, aggressive, enthusiastic, adventurous, shrewd, experimental, and self-controlled. In addition, it was found that school principals could not accurately assess personality traits necessary for effective team performance; therefore, critical performance scores for each personality factor examined in this study were identified to be used in selecting and assigning teachers to teams. (ERIC abstract)

AEL
Acp
Aed
Car
Org

35. Dahle, T.L. *Report on Research Project Concerning "Faculty Attitudes Toward the Division of Continuing Education at the University of Oregon," Eugene*. Paper read at *National Seminar on Adult Education*, 1968. ED 016 926

A study was undertaken at the University of Oregon to determine faculty attitudes toward the Division of Continuing Education and its activities, including such considerations as the quality of instruction in the Division's credit courses, the rigor of grading, and the quality of the student it serves. Faculty members were also queried as to their view of the relationship between the Division of Continuing Education and the primary function of a university, and data were obtained on age, sex, academic discipline, years of college teaching, academic rank, and major occupation (teacher, researcher, or administrator). Usable questionnaires were returned by 130 respondents. Favorable attitudes correlated significantly with sex (women), discipline (professional schools), age (older faculty), and rank (associate professors), but not with the other variables. There was a slight tendency, apparently arising from insufficient information, to question the quality of instruction in the Division of Continuing Education. A need for further research and improved relations is seen. (ERIC abstract)

Car
Per
Rel

36. Doty, B.A. A Study of the Characteristics of Women Who Begin Teaching After Age Thirty-Five. Final Report. Naperville, Illinois: North Central College, 1968. ED 030 585

Using data gathered from 114 graduates of North Central College (Illinois) between 1961-66 who held teaching positions in public schools, the academic, personal, and teacher characteristics of women who began teaching after age 35 were investigated. Data analyses indicated that the mature women (mean age 40) exhibited more academic ability, better personal adjustment, and greater teaching ability than two groups of younger women teachers (mean age 22). Relative to a random sample of younger women teachers, mature teachers were characterized by higher cummulative and education course grade point averages (GPA), and higher American College Entrance Examination (ACE) scores. Relative to both a random group and a GPA-matched group of younger teachers, mature teachers achieved more favorable Minnesota Multiphasic Personality Inventory (MMPI) scores, were rated more favorably by college faculty and teaching supervisors, and were viewed as highly effective teachers by the principals employing them. However, many evaluations by teaching supervisors were negatively correlated with principals' ratings of mature teachers, indicating the need for a more accurate method for the assessment and prediction of teacher effectiveness. Further research should be conducted to determine whether these findings can be generalized. (ERIC abstract)

AEL
Tap

37. Edwards, W.L. and Cohen, E.D. Aides for Adult Education, A Training Program Funded by the Ohio Board of Regents Under Title 1 of the Higher Education Act. Final Report. Cleveland, Ohio: Western Reserve University, 1967.
ED 014 664

The Aides for Adult Education Workshop (February 10-May 20, 1967) was held in Cleveland, Ohio by Cleveland College and the public school system to develop better classroom communication and a more intensive learning situation for disadvantaged adult students. Twenty welfare recipients, almost all Negro women, were selected for aide training on the basis of verbal ability, reading comprehension, interpersonal attitudes, and attitudes toward educational institutions and community organization. Experienced teachers in public school adult education were chosen for the project according to successful classroom performance, interest in a training project, and a felt need for the help of an aide. Workshop activities were designed to give both aides and teachers an overview of adult basic education, curriculum materials, classroom organization, and procedure. An evaluation of classes with and without aides showed that with aides, more individual help is given, and teachers lecture more and answer questions less. The teachers themselves felt that they could effectively handle larger classes with aides. (ERIC abstract)

Aed
Per
Rel
Rlp

38. Ellner, C.L. *Psychophysiological Correlates of Female Teacher Behavior and Organizational Outputs*. Paper read at American Educational Research Association Convention, 1969. ED 033 888

Purpose. To investigate the following two hypotheses: (1) a systematic relationship exists between estimates of autonomic balance and measures of emotional behavior, reported teaching behavior, perceived stress in teaching, and teaching effectiveness; and (2) the teacher who perceives her role similarly to her principal's perception of it as compared with one who perceives her role differently from her principal's perception would be judged a more effective teacher, be more satisfied with teaching, have greater feelings of accomplishment and regard teaching as a less stressful career.

Procedure. The subjects were 63 female graduates of U.C.L.A., teaching in 24 California school districts. Data for the subjects' autonomic balance were based on research done seven years prior to this study. Data on behavior, role relationships and organizational attitudes were obtained from the following four scales developed for this study: (1) The Affective Behavior Inventory, (2) The Organizational Attitudes Inventory, (3) The Instructional Performance Scale, and (4) The Teacher Interest Inventory. These tests were given in conjunction with a personal interview. The subjects' principals also went through the same battery of tests and an interview.

Results. A correlational analysis of the data indicates support of the first hypothesis but not the second.

JHL
Acp
Org
Val

39. Emans, R. Teacher attitudes as a function of values.
Journal of Educational Research, 1969, 62(10), 459-463.

Purpose. To study the possibility that persons of divergent values cannot, with equal feelings of approval, implement the same curriculum.

Procedure. The subjects were 318 teachers and principals in a county school system consisting of 14 schools.

Subjects were given the Differential Values Inventory to assess their general values using the traditional-emergent dichotomy. The second test administered was an adaptation of the Kreitlaw Scale to determine teachers' educational values. The Teaching Attitude Scale and the Texas Junior High School Study were used to measure attitudes in terms of approval-disapproval regarding selected school policies, goals and activities. A demographic background questionnaire was used to gather other pertinent information from the subjects.

Results. Differences in general values among a school staff were found unrelated to the average level of approval within a school. Individuals with the most consistent set of general values indicated greater approval of school practices than the rest of the sample ($p<.02$). Differences in educational values among a staff were related ($p<.05$) to the level of approval expressed. Those teachers with consistent educational values displayed a greater degree of approval ($p<.01$) than other teachers. Teachers with emergent general values approved school practices more while serving under principals with emergent general values ($p<.05$). Teachers with emergent general values tend to hold progressive educational values while those with traditional general values tend to hold academic educational values ($p<.02$). Teachers with more formal education tend to hold more progressive educational values than teachers with less formal education ($p<.01$). Older teachers tend to hold more traditional general values than younger teachers ($p<.02$).

Arc
Car
Com

40. Faunce, R.W. Attitude and Characteristics of Effective and Not Effective Teachers of Culturally Disadvantaged Children. Minnesota: Minneapolis Public Schools, 1969. ED 039 289

Purpose. To define and compare attitudes and characteristics of effective teachers of disadvantaged children with teachers who are not effective in this role.

Procedure. A questionnaire of 186 statements regarding culturally disadvantaged children, with a 4-point agree-disagree scale, was distributed to all teachers in the Minneapolis Public School System. About 62% responded. Additional information regarding teacher characteristics was obtained from personnel files. From this material a sample of 97 teachers not effective with disadvantaged children and 210 teachers effective with disadvantaged children was selected.

Results. Responses of effective teachers were consistently different from responses of not effective teachers on six of nine factors: (1) acceptance of the fact of physical deprivation; (2) belief that disadvantaged youth have been discriminated against by society; (3) stereotyping vs. restraint in labeling; (4) the attitude that it is pleasant to teach the disadvantaged; (5) punitive denial vs. non-punitive acceptance; (6) cultural denial vs. acceptance of the culture.

EPL
JHL
Car
Job

41. Faunce, R.W., and Wiener, J.M. Teacher Characteristics in Selected Middle and Low Income Area Schools of the Minneapolis Public School System with Particular Reference to Teacher Retention. ED 013 269

Purpose. This study asked four questions: 1. Do Target (low income area) and Comparison (middle income area) schools' teaching staff differ (in terms of age, sex, marital status, education, teaching experience, and method of accession)? 2. Are retention rates lower in Target than Comparison area schools? 3. What are the factors related to this population turnover? 4. Do these factors operate differently in Target and Comparison schools?

Procedure. The subjects were all teachers listed in Minneapolis School Directories from 1958-1959 through 1962-1963 who taught in those schools selected for the study.

The Target schools were selected from those in the Youth Development Project (Y.D.P.). Comparison schools were selected on the basis of socioeconomic status and its related factors. The schools were primary, junior high, and high schools. All totaled there were 11 Target and ten Comparison schools.

Data on the subjects were derived from the Minneapolis Public Schools Study conducted by the Bureau of Field Studies and Surveys of the University of Minnesota (1964).

Results. Analysis of the data indicates that there are striking differences in staff composition in elementary and junior high schools but not in high schools. Target school teachers were younger, less experienced, and mostly just out of college. Retention rate was higher in Comparison schools at all levels and was found to be related to school level, age, sex, education, experience, and manner of accession.

AEL
Aed
Car
Val

42. Finch, C.R. The trade and industrial education teacher's background, values, and attitude toward teaching. Journal of Industrial Teacher Education, 1969, 6(2), 55-64.

Purpose. To investigate the relationship between trade and industrial education teachers' backgrounds, personal and interpersonal values, and attitudes toward teaching.

Procedure. Subjects were 76 inservice teachers enrolled in a summer workshop conducted by the Department of Vocational Education at Penn State.

The instruments used were the Participant Information Form (biographical information), the Minnesota Teacher Attitude Inventory, the Study of Values, the Survey of Interpersonal Values (Gordon, 1960), and the Vocational Industrial Teacher Attitude Scale (a measure of teacher role perception).

Intercorrelations for the total group and subgroups (for biographical variables, attitudinal variables, and variables involving values) were done by computer.

Results. Findings imply that vocational teachers have more occupational experience and less professional preparation than "academic" teachers. Those with more general undergraduate credits manifested a more positive attitude toward teaching. The accumulation of professional education credits did not seem to affect their teaching attitude. Their personal and interpersonal values were more similar to those of tradesmen than of teachers. It can also be inferred that trade and industrial teachers' personal attributes are not related to attitude toward teaching.

The author suggests that this type of teacher is an atypical individual because his values are not representative of the general population.

43. Finch, C.R. et al. Instructional Resources for Vocational-Technical Education: Teacher Attitude, Resource Availability, and Resource Utilization. University Park: Pennsylvania State University Department of Vocational Education, 1970. ED 041 141

Purpose. To examine teacher attitudes toward resources, resource availability and resource utilization.

Procedure. Semantic Differential Scales were used to collect data from 100 high school teachers in 8 vocational-technical schools in Central Pennsylvania; a Teachers Information Form was used to gather biographical data. On an instructional resource check list (including 25 resources relevant to the instructional process), each teacher was asked to check whether he had used each resource either as a teacher or a student. A frequency of use inventory tapped frequency of use of selected resources for each teacher. An availability inventory gathered information about the degree to which resources were available for teacher use.

Results. Teachers generally had most favorable attitudes toward those instructional resources which were of a more traditional nature. They displayed "high" affirmative attitudes toward the 16 mm motion picture projector and the overhead projector. Teachers tended to utilize traditional resources to a greater extent than progressive resources and those resources which were readily available tended to be of the traditional type. Factor analysis of attitude variables revealed that teachers may view instructional resources in accordance with their personal involvement with resource preparation, selection, presentation and application.

CUL
Aed
Rlp
Val

44. Fincher, C. Faculty Perceptions of the Research Environment. Athens: Georgia University Institute of Higher Education, 1965. ED 013 801

A review of earlier studies of the "factors, conditions, and situations that impede or facilitate research productivity in the academic setting" is followed by the findings of a pilot study "Tapping Faculty Opinions and Beliefs Concerning Research and the Environment in Which it is Conducted." Fifty-two of 81 full-time staff members at a southern metropolitan college of arts and sciences responded to a questionnaire. Nearly half the respondents considered research as important as teaching and another two out of five thought it more important. Nearly all thought research activity a major influence on institutional growth and development. Although a majority perceived themselves as possessing the necessary skills and competencies for research, fewer than half thought they were better than average in planning and developing research projects. Fewer than one out of three thought conducting independent research a source of rewards at their institution and most judged the facilities and resources for research at their institution to be inadequate. More than half gave priority to basic research, and many hoped that local facilities for research could be improved. Areas for further inquiry into faculty perceptions of research are suggested--for example, the extent to which the local findings of the present study are paralleled in other types of institutions. (ERIC abstract)

EPL
JHL
Tap

45. Findley, D. Teacher Aides: A Status Report. Terre Haute: Indiana State University Educational Development Council, 1968. ED 026 295

This bulletin, designed to be of assistance to those interested in employing and utilizing teacher aides, presents (1) a general account of current thinking on the rationale, use, and effects of teacher aides in public school programs and (2) the results of a descriptive research study designed to determine the status of the teacher aide in both elementary and secondary grades in Indiana State University Educational Development Council (ISUEDC) school corporations. Findings from questionnaire data (returned by 63 of the 83 member schools) are presented under four headings: the various functions which teacher aides are performing; the various methods used to finance teacher aide programs; characteristics and qualifications of the aides presently employed; and the need for development of training programs for aides. Summary, conclusions, and speculations for further consideration are presented. Appended is a 43-item annotated bibliography prepared by the National Commission on Teacher Education and Professional Standards (NCTEPS) which includes references for information on the jobs aides do, how they are trained and paid, and federal assistance for program funding. (ERIC abstract)

EPL
Tap

46. Findley, W.G. Effective Use of Teacher Time in the Elementary School--Teaching Assistants, Teacher Aides, etc., Abstracts of Research Pertaining To. Athens: Georgia University Research and Development Center in Education, 1966. ED 017 051

Fourteen research reports, published between 1960 and 1964, which pertain to effective use of teacher time in the elementary school, are briefly summarized. (ERIC abstract)

EPL
JHL
Tap

47. Fitzpatrick, M. The Classroom Aide. Santa Fe: New Mexico Western States Small Schools Project, 1965. ED 020 837

To relieve the non-instructional burden upon the classroom teacher, the Quemado Public Schools experimented with a teacher aide program, utilizing a single teacher aide in elementary language arts and high school programed mathematics the first year of the project. As a result of the experiment's success, the following school year (1963-1964) classroom aides were employed in each of the four Quemado Public Schools covering all subject matter areas. As a consequence of the increased number of classroom aides employed, it became necessary to define a classroom aide, and outline an aide's qualifications and duties. Use of the classroom aide allowed the teacher more time for individualizing instruction, developing teaching materials, and trial-testing classroom experiments and demonstrations prior to their use. Time for small group instruction became more of a reality because the teacher was freed from such non-instructional duties as collecting money, taking attendance, and marking objective type tests and workbooks. It was suggested that a program of teacher aide preparation be undertaken either by local school systems, or by colleges and universities. (ERIC abstract)

48. Flaxman, E. A Selected Bibliography on Teacher Attitudes. ERIC-IRCD Urban Disadvantaged. New York, New York: Columbia University Educational Resources Information Center Clearinghouse on the Urban Disadvantaged, 1969. ED 027 357

Some of the works in this brief annotated bibliography present the findings of studies identifying the racial and social attitudes of the middle-class urban teacher and indicate how these attitudes may affect student performance; others are reports of in-service teacher education programs conducted to change negative teacher attitudes; and a few are essays by professional observers who broadly examine the importance of positive teacher attitudes and behavior in the inner-city classrooms. (ERIC abstract)

EPL
Aed
Per
Rlp

49. Flizak, C.W. Organizational Structure of Schools and Its Relationship to Teachers' Psychological, Sociological, and Educational Role Orientation. Detroit, Michigan: Wayne State University, 1967. ED 017 001

Purpose. To determine the effect of the organizational dynamics of a school upon the teachers' thinking, attitudes, and behavior.

Procedure. The models were in terms of authoritarian, rationalistic, humanistic, and mixed models i.e. the authoritarian-rationalistic (AR), and the rationalistic-humanistic (RH).

The subjects were 726 elementary teachers from 33 schools. Of these schools, 15 were designated as AR, and 18 as RH in structure. Three hundred and seventy-two teachers were in AR schools while 354 were in RH schools. There were 213 males and 513 females in this study.

To determine the teachers' ethical predominance, the Evaluation Modality Test (EMT) was administered. This test is made up of 24 items representing various economic, political, social, religious, and aesthetic situations to which the subject responds in terms of an Individualist, Moralist, or Realist mode of ethical valuation.

To ascertain the teachers' educational role orientation, the Teacher Practices Questionnaire (TPQ) was administered. It consists of 30 typical classroom problem situations, with four alternative solutions given for each. The Minnesota Teacher Attitude Inventory (MTAI) was also administered to this population.

Results. Ten variables (dependent) from the three tests were examined in terms of the two types of schools under study. Analysis of the data indicates that the initial hypothesis is valid, i.e., the organizational structure and related dynamics of a school have a significant relationship to certain social psychological characteristics of its teachers.

EPL
Ain
Rlp

50. Flynn, J.M. et al. An Analysis of the Role of the Teacher in an Innovative Prototype School. Part I. Final Report. Ft. Lauderdale, Florida: Nova University, 1969. ED 033 899

Phase 1 has been completed of a five-phase project to develop a model of teacher role behavior in individualized classrooms, to develop teacher training courses (including workshops) for behaviors specified by the role model, and to train teachers (inservice and/or preservice) to fulfill the role provided by the model. The classroom management characteristics of 36 teachers at Nova High School and two Nova elementary schools were studied through a systems analysis approach. The 36-teacher sample was a cross-section of classes ranging in teaching methods from quite conventional to very individualized approaches. An extensive observational instrument was developed to study the teachers' management behaviors and a companion instrument to study the student interaction and queueing patterns. Additional data were collected with the Verbal Interaction Scale (Flanders), the Multidimensional Analysis of Classroom Interaction (Honigman), and through interviews with teachers and staff. Analysis focused primarily on the individualized classrooms with various comparisons being made. A report was also developed on considerations for a computer simulation of the role model to be developed in phase 2; also a prototype training unit was prepared (on external motivation management) so that an inservice training workshop could be implemented in phase 2 for testing. Data collected in phase 1 provides a good base on which the role model can be constructed. (ERIC abstract)

EPL
Rel
Rlp

51. Foster, C.M. The elementary school counselor: How perceived. Counselor Education Supervision, 1967, 6(2), 102-107.

Purpose. To identify factors associated with the role and function of the elementary school counselor as perceived by elementary school teachers and administrators.

Procedure. The subjects were 100 elementary school teachers, 90 elementary school administrators, 100 secondary school counselors, 80 elementary school counselors and 88 counselor educators.

Each was administered 3 tests developed for this study: (1) a test consisting of 143 items denoting counselor functions; (2) 120 acceptable items retained from administration of the first test; and (3) the Elementary School Counselor Questionnaire (used to determine opinions of the counselors' functions).

Data was analyzed by two-factor analysis of variance.

Results. Elementary school teachers perceived the counselors' functions as being of the social worker type.

Comment. The report offered no discussion of measuring instruments, population type, background, etc., and little discussion of the findings.

Acp
Ain
Car

52. Fretz, B.R., and Johnson, W.R. Influence of intensive workshop on teachers' sex information and attitudes toward sex education. Research Quarterly, 1971, 42, 156-163.

Purpose. To assess the effects of intensive workshops in sex education on teachers' sex information and attitudes toward sex education.

Procedure. A sex information questionnaire and a sex education questionnaire were administered to three groups: (1) the workshop participants, (2) a local control group composed of teaching colleagues of the participants, and (3) a distal control group composed of acquaintances of the experimental group who taught in schools without workshop participants. The sex information questionnaire consisted of 69 items on a seven-point agree-disagree scale. The sex education questionnaire consisted of: (1) A list of 30 curriculum topics commonly found in sex education courses. Subjects ranked agreement and disagreement on a seven-point scale as to whether the topic should be included in the curriculum at various levels from kindergarten through senior high; (2) A list of 11 frequently cited results of offering sex education. Subjects indicated agreement on a seven-point scale; (3) A list of ten teacher qualifications frequently cited for sex education teachers with a seven-point scale for each item.

Each of the three groups (participant, local control, and distal control) were divided into three subgroups. One subgroup was given the measures at the beginning of the workshop, five days later, and six months later; another group was given the measures initially and six months later; while the third subgroup only completed the measure six months after the workshop.

Results. On the sex information questionnaire, workshop participation has notable immediate effects, but negligible long-range effects. On the sex education questionnaire, attitudes toward sex education curricula were not affected in either immediate or long-range follow-up. Significant differences, as a result of the workshop, were found for items concerning outcomes of sex education and teacher qualifications.

CUL
Aed
Job
Rlp

53. Friedman, N.L. Career stages and organizational role decisions of teachers in two public junior colleges. Sociology of Education, 40(3), 1967. ED 018 178

Role attitudes and career actions of three types of junior college teacher at two sizes of college are analyzed. The teachers are those who (1) come from high school teaching, (2) come from a 4-year institution, and (3) come directly from graduate school. The first group considers the junior college an advancement, already enjoys teaching, has no interest in research, has superior subject matter knowledge, and appreciates the higher pay. For these reasons, and because of longstanding involvement in the community as a whole, members of this group are unlikely to move except horizontally and regionally. The former professors have various reasons for accepting junior college work, which they consider something of a demotion. The "publish or perish" system or even the over-emphasis on degrees can be distasteful to some, and they make a ready adjustment to the teaching role. The comparative peace and economic security of the junior college and, in time, a growing identification with the community become sufficient compensation for the change. The graduate student is more uncertain of his motives. He sees the job as neither demotion nor promotion but as a try at teaching. He can still turn to research and the Ph.D. or to industry and, being younger, will be little attached to the community, professionally or socially. The size of the college appeared to have no effect on the teachers' decisions. (ERIC abstract)

JHL
Ame
Per

54. Grant, A.D. *A Study of the Personality Characteristics of the Acceptor and the Rejector of the Newer Educational Media among Secondary Teachers of Wisconsin.* Madison: Wisconsin University School of Education, 1969. ED 044 899

Purpose. To relate the personality characteristics of teachers to their acceptance or rejection of newer educational media.

Procedure. Subjects were 253 high school teachers at several high schools which had just been visited by the Wisconsin Audio-Visual Education Demonstration (WAVED) mobile unit. The teachers were given the Kelly Audio-Visual Attitude Scale (a list of 22 statements about audio-visual aids on a two-point agree-disagree scale) and the Edwards Personal Preference Schedule (EPPS). The heterosexuality dimension of the EPPS was omitted. The results of these tests were correlated with the amount of use the teacher made of the WAVED unit, as ascertained by a WAVED Utilization Scale designed to determine acceptor and rejector categories. This was a six-point scale on which teachers indicated their use of, interest in using, or lack of interest in various audio-visual materials.

Results. Males showing personality traits of Dominance and Aggresion were correlated with the rejection of the audio-visual materials ($p < .01$), as were those with Intraception and Change traits ($p < .05$). Females with the personality traits Order, Exhibition, Succorance ($p < .01$), and Autonomy ($p < .05$) were correlated with the rejector position. The male traits of Deference, Affiliation, Succorance and Nurturance ($p < .01$) were correlated with the acceptance of audio-visual materials. Female traits of Affiliation, Intraception, Dominance, and Nurturance were correlated with the acceptor position.

EPL
JHL
Tap

55. Greenberg, B. Review of Literature Relating to the Use of Non-Professionals in Education (from 1942 to 1967). New York: New Careers Development Center Training Laboratory, 1967. ED 024 855

A review of literature between 1942 and 1967 on the use of nonprofessionals in elementary and secondary education indicates that authors somehow involved with teacher aide projects tend to be favorably impressed, while those lacking such involvement are critical. Difficulties in class management, supervision, and evaluation have been cited by those opposed to teacher aides. Proponents have cited advantages in meeting crises, recruiting teachers, enriching the curriculum, involving lay citizens in worthwhile activities, increasing student achievement, and creating an atmosphere conducive to wholesome personality development. In general, the use of teacher aides has become an acceptable part of the educational scene. Recent related findings also show that low income, relatively uneducated nonprofessionals can serve effectively in--and derive benefits from--meaningful teacher aide positions. The document includes 33 references. (ERIC abstract)

EPL
Arc
Org

56. Groff, P.J. Dissatisfactions in teaching the CD child.
Phi Delta Kappan, 45(2), 1963. ED 020 228

According to a survey of 294 elementary school teachers in 16 schools serving disadvantaged pupils, high teacher turnover is prompted by the "peculiarities" of the disadvantaged student, by administrative and organizational deficiencies in the schools, and by the teachers' own shortcomings. To reduce the rate of turnover, four educational improvements are suggested--(1) reduction of class size, (2) reconstruction of curriculum and teaching procedures, (3) administrative support for teachers with discipline problems, and (4) judicious selection of teachers according to experience, willingness, and lack of prejudice. Also, teacher education colleges should train students to work with disadvantaged pupils. (ERIC abstract)

CUL
Rlp

57. Gross, C.H. et al. *College Teachers Look at College Teaching. Report by the Subcommittee on the Improvement of Instruction of the Committee on Studies. AACTE Study Series, Number 8.* Washington, D.C.: American Association of Colleges for Teacher Education, 1965. ED 022 725

The "introduction" to this report summarizes the subcommittee's 1962-63 effort to identify elements of good college teaching through the sponsorship of two seminars composed of "some of the good or outstanding teachers in two sections of the United States." The body of the report consists of materials which grew out of the seminars. Chapter 2, "Pilot Research on Successful College Teaching," is a report by Robert E. Bills, University of Alabama, on research he pursued through use of a teacher problems Q-sort to gather information about characteristics of the 1962 seminar participants. Chapter 3, "The Improvements of College Teaching," by Leonard W. Rice, President, Oregon College of Education, is a paper he presented to the 1963 group on the factors which contribute to good teaching, including the use of technology. Chapter 4 is excerpts from working papers written by each participant and read by the others as springboards for discussion of such seminar topics as the use of techniques and resources, selection of objectives, maintenance of professional competence, evaluation procedures, and relations with students. In Chapter 5 the editor summarizes the results of participant questionnaire evaluations, and in Chapter 6 presents a distillation of "Suggestions for the Improvement of College Teaching." A 53-item list of "Suggested References on College Teaching" is also included. (ERIC abstract)

EPL
Per
Rel

58. Gubser, M.M. Authoritarianism among teachers and school principals and its possible relationship to faculty morale. Journal of Educational Research, 1969, 63(1), 36-39.

Purpose. To determine if there is a relationship between the level of authoritarianism of teachers and the degree of authoritarianism of their administrators.

Procedure. The subjects were 273 certified elementary classroom teachers and 20 principals from an Oregon school district.

The level of authoritarianism was measured on the California F-Scale and modified by McGee (1955). Morale was measured on The Purdue Teacher Opinionaire (PTO) developed by Rempel and Bentley (1964).

Results. Statistical analysis of the data indicated no correlation between total PTO scores and authoritarianism. Comparisons of the F-Scale scores with certain morale factors did indicate that teachers highest and lowest in authoritarianism tended to exhibit a stronger rapport with their principals than teachers with moderate levels of authoritarianism. Teachers scoring high on the F-Scale tend to manifest more satisfaction with their earnings than teachers scoring low on the F-Scale. Teachers moderate in authoritarianism believed their community supported education more than did teachers high or low in authoritarianism, while teachers perceiving the least support and most pressure from the community tended to obtain low F-Scale scores.

EPL
Rel

59. Hain, J. H., and Smith, G. J. *Evaluation of Teachers--The Principal's Dilemma*. ED 013 490

In 1966, a study was made of the evaluation of teachers by their principals. There was an 80 percent response to the random sample of 336 New York State elementary school principals. School size made supervision and evaluation difficult, especially since many principals had no administrative help. Two-thirds of the school districts provided principals with "rating forms" as the basic tools of evaluation. Analysis of these forms revealed information about the initial manner of evaluation and the probable use of these evaluations. Forms which the teachers saw and signed had clear descriptive statements about the teachers, and forms which contained no provision for teacher's signature had a list of single words or phrases which tended to create a "halo effect." Principals felt their teachers were aware of school district procedures and standards of supervision and evaluation. Less than half the principals notified teachers of impending supervisory visits. Most held a conference with the teachers after observation, and almost all carried out informal supervision. Recommendations include (1) reduction of supervisor-teacher ratio, (2) conference after observation, (3) availability to teachers of the principal's written report, (4) joint supervisor-teacher development of standards and procedures of supervision and evaluation, (5) principal's consultation with senior teachers regarding reappointment, and (6) periodical review and revision of the standards and procedures. (ERIC abstract)

EPL
JHL
Val

60. Hamilton, J. T. Values held by teachers. Peabody Journal of Education, 1969, 46 (5), 278-281.

Purpose. To investigate some of the values currently held by teachers during the 1967-1968 academic year.

Procedure. The subjects were 52 elementary and secondary teachers, all of whom were studying for their master's degrees at the University of Bridgeport, Connecticut.

Each subject was given a questionnaire containing six propositions that focused on current values and had to state whether they agreed, disagreed, or were undecided about the central idea in each statement.

Results. Findings indicate that teachers do not believe that students are ready to accept liberty if it requires total accountability; teachers are concerned with social justice and the belief that existing inequalities should be eliminated because the technological know-how exists; teachers believe that young people perceive middle-aged people as complacent, indifferent and hypocritical; teachers regard sex as a personal matter which is no longer constrained and structured by society; teachers are uncertain whether or not to regard war as a bankrupt operation; teachers believe there are universal virtues.

CUL
Per

61. Hanks, J.E., Houston, S.R., and Usher, R. Researching the effective college teacher: A perceptual approach. *Journal of Student Personnel Association for Teacher Education*, 1970, 9(2), 51-56.

Purpose. To determine: (1) college teachers' conceptual system orientation and perceptual orientation; (2) students' perception of their teachers' conceptual system and level of learning; (3) the relationship of these perceptions to student ratings of teacher effectiveness.

Procedure. Seventy-four university teachers each allowed a graduate student to take over one of their classes for 15 minutes. The graduate student teachers completed the This I Believe (TIB) test; teachers' conceptual systems orientation and teachers' characteristic perceptual orientation were both inferred from the TIB.

The students in each class were asked to complete the following instruments: (a) Student Perception of Teacher Conceptual Systems; (b) Student Perception of Level of Learning; (c) Student Report on Classroom Teaching; (d) Overall Rating Scale. The difference between two squares of multiple correlation coefficients (RSQ) was tested for significance at the .01 level with the variance ratio test. The number of students involved was 2,114.

Unique contribution of predictor variables was determined by multiple linear regression. The contribution of variables to prediction was measured by the difference between two squares of multiple correlation coefficients.

Results. The results indicated that effective college teachers were perceived as abstract oriented people, gave the impression of complexity of thought and feeling, were perceived as capable of admitting new and different ideas or opinions and evaluating them objectively, and appeared tolerant of differing opinions from all sources. Effective college teachers perceive other people as basically able, dependable, and internally motivated. Such teachers had positive self-concepts and were a central motivating factor to their students.

EPL
Ain
Car

62. Harty, H. *Statistical Report and Observations on Attitudes Toward S-APA Installation from Fourth and Fifth Grade Teachers in ERIE's Pilot Schools Prior to an Initial Workshop Session.* Syracuse, New York: Eastern Regional Institute for Education, 1970. ED 049 948

Studied were attitudes of 54 fourth and fifth grade teachers from 21 New York and Pennsylvania pilot schools prior to an initial summer workshop on *Science-A Process Approach* (AAAS) prior to installation of the AAAS during the 1969-70 school year. A questionnaire was mailed to each teacher. Data and conclusions were reported with regard to installation variables: AAAS curriculum characteristics, consultant functions and utilization, and student achievement. Results indicated older, experienced teachers and those with graduate work were most familiar with *Science-A Process Approach* and were more favorably impressed by the program. Mean values indicated New York teachers spent more time teaching science and subgrouped pupils for individualized instruction than did Pennsylvania teachers. Teachers with one to three years experience utilized manipulative equipment more regularly than other groups. Approximately 80 percent of the teachers from both states felt that skipping exercises was a disadvantage to students. Teachers from ages 31 to 40 tended to be the most concerned about student achievement. (ERIC abstract)

Ain
Arc
Car

63. Helge, S., and Pierce-Jones, J. The Relationship Between Specific and General Teaching Experience and Teacher Attitudes Toward Project Head Start. Part of the Final Report. Austin: Texas University Child Development Evaluation and Research Center, 1968. ED 025 323

One hundred and forty-five Head Start teachers, from lower-middle class families, attended a workshop in 1965 before working in the Head Start program. During the workshop and again in 1967 they filled out autobiographical and experience forms. The forms were used to test three hypotheses regarding differences associated with differential teaching experiences. Teachers were grouped according to their years of teaching experience and type of experience; i.e., general or with the culturally deprived. Results by analysis of variance indicated significant differences between groups of teachers on variables measuring teachers' perceptions of the effectiveness and acceptance of Head Start, their awareness of the effects of cultural deprivation, their perceptions of their success as Head Start teachers, and a comparison of Head Start and non-Head Start children from similar environments. Generally, the more general the experience, the more stable and positive were the teacher attitudes. The same was true with teachers with no experience or six or more years of specific experience. Due to cognitive traces from previous experience, experienced teachers had greater insight into problem areas and could more easily incorporate new experiences with the culturally deprived. All attitudes of all groups were positive. Areas for additional research in this subject are suggested. Ten tables and several graphs are given. (ERIC abstract)

EPL
JHL
Acp
Car

64. Hess, K. M. The Language Attitudes and Beliefs of Minnesota Elementary and High School English Teachers. (Volumes One and Two). (Ph.D. dissertation, University of Minnesota) 1968. ED 040 994

To investigate the linguistic knowledge of Minnesota English teachers, a 100-item questionnaire based on nine basic language concepts was given to 647 elementary and 786 secondary teachers. The concepts were that language is (1) symbolic, (2) highly personal and social, (3) crucial to man's humanity, (4) dynamic, (5) learned, (6) oral, (7) used for a variety of purposes, (8) systematic, and (9) conventional. Results showed that 46.6% of the elementary teachers and 74.4% of the secondary teachers agreed with the linguists on 50% or more of the items. Factors in the backgrounds of both sets of teachers--obtained through the use of a three-part personal data sheet which investigated the teaching situation, teacher preparation, and sources of knowledge about the English language--were found to be significantly related to their agreement with the linguists. Although a comparison of the elementary teacher results obtained in 1967 with results obtained in a similar study in 1962 revealed that the 1967 respondents were more linguistically knowledgeable than the 1962 respondents, both elementary and secondary English teachers have much to learn about the nature of the English language and language study. (ERIC abstract)

JHL
Acp
Aed

65. Hines, V. A., and Alexander, W. M. High School Self-Evaluations and Curriculum Change. Final Report. Gainesville: Florida University, 1967. ED 017 971

This project explored the hypothesis that high school self-evaluations based on the evaluative criteria of the National Study of Secondary School Evaluation produce curriculum change and have an impact on the behavior and attitudes of teachers. This process of self-evaluation was completed by the school faculty, followed by a review of a visiting committee. A case study approach was employed involving historical, interview, and instrument data collection in selected schools. The study sample included 46 experimental, 13 control, and 4 pilot secondary schools in Florida and Georgia. A stratified sample of schools was selected on the basis of either their most recent or planned future self-study. The principal finding was that curriculum change occurred at a higher frequency in those schools which were engaged in self-evaluation. Additional findings included--(1) the number of changes in the experimental schools was about 50 percent greater than in the control schools, (2) most changes were modifications of existing courses, services, or activities, and (3) participation in the self-study did not make teachers more open to curriculum change, nor did method of preparation relate to the openness to curriculum change. (ERIC abstract)

Com
Job

66. Holdaway, E.A. The satisfaction of Australian teachers with teaching in Australia and Canada. Australian Journal of Education, 1971, 15(2), 129-140.

Purpose. To compare attitudes toward teaching and job satisfaction of Australian teachers teaching in Australia with Australian teachers teaching in Canada.

Procedure. An 80-item questionnaire was sent to 500 Australians teaching in Alberta and British Columbia. Each item was rated on a six-point scale indicating degree of satisfaction or dissatisfaction with each of 18 aspects of teaching in Australia and in Canada. A section on personal data was also included.

Results. Australian teachers were more satisfied teaching in Canada than in Australia. The women were more satisfied than the men with Australian teaching conditions.

EPL
Job
Org
Rel

67. Hornstein, H.A., Callahan, D.M., Fisch, E., and Benedict, B.A. Influence and satisfaction in organizations: A replication. Sociology of Education, 1968, 41, 380-389.

Purpose. To study the effects of superior-subordinate relations in school systems to determine if they follow a pattern similar to that of other organizations.

Procedure. Questionnaire data were collected from 325 primary school teachers in 14 different school buildings (seven in each of two school systems). Elaborate procedures to guarantee anonymity were used. Assessments were made of teachers' evaluation of the school system, teachers' satisfaction with the principal, and teachers' perception of student satisfaction with the way they were performing as teachers.

Results. High positive correlation was obtained between the perceived within-building influence of principals and of teachers ($p < .01$), and between the interpersonal influence of principals and of teachers ($p < .01$). Thus, when teachers perceive their principal's level of influence to be high, they are likely to perceive their own level of influence to be relatively high. Amount of influence teachers attribute to their principal is associated with their perception of the principal's basis of power. Referent and expert power tend to be positively related to total principal influence; reward, coercive, and legitimate power are all negatively related.

Comment. The questionnaire from which the statistics were derived elicited subjective responses, e.g., "Taking the role of the typical student in your class indicate how satisfied 'he' would be with the way you are doing your job." Thus, teacher self-image and other subjective attitudinal material added additional variables to the experiment.

CUL
Car
Rlp

68. Hurlburt, A.S. The preparation and characteristics of junior college teachers. Junior College Research Review, 2(6), 1968. ED 018 179

The ideal junior college teacher would have strong academic and teaching background, strong guidance and counseling ability, and proficiency in teaching both general and specialized courses, with depth in one or more subject fields. A sound pattern of preparation would be a strong baccalaureate followed by a broadly-based, academically-oriented master's degree, with some supervised junior college teaching, and with professional coursework explicitly related to the nature of the junior college and its students. This kind of preparation requires the cooperation of universities as academic and research centers, with the junior colleges themselves as the laboratories. Since classroom teaching, rather than research, is the primary purpose of the junior college instructor, the specialization of the PH.D. is not necessarily appropriate. Somehow the gap between subject matter proficiency and professional education must be clarified and eliminated, possibly by more careful definition of the behavior of the competent teacher who understands the developmental needs of students in the early college years. Research could be done, for instance, on the teacher's ability to apply learning principles and theories in the classroom and on the logic that the teacher's instructional procedures follow. (ERIC abstract)

CUL
Arc
Car

69. Jackson, J.J. An exploration of attitudes toward faculty desegregation at Negro colleges. Phyton, 1967, 28(4), 338-352.

Purpose. To study the attitudes of a group of black college faculty members toward the desegregation of their faculty in terms of age, sex, educational and teaching experience, size of institution and professional rank.

Procedure. The sample of 33 black college faculty members consisted of 29 males and four females, whose average age was 42 years and all of whom were born in southern states. All were social scientists.

The instrument for this study was a questionnaire developed specifically for this investigation. It was divided into three subsections. One part dealt with the individual's background and personal history. The two other parts required the subject to express his attitude on two sets of 15 items using a five-point scale ranging from strongly agree to strongly disagree.

Results. Findings indicate that while the population studied tends to favor the addition of whites to its faculty, it has developed areas of concern about the effects of this desegregation on the faculty and students. The faculty expressed concern about the qualities and characteristics of white teachers; effects upon faculty morale; salaries and allocation of power; effects on the black teacher market; and possible differential treatment of white colleagues. In terms of the students, the faculty expressed concern about academic upgrading and instruction; development of black students' self-image and identity; and student-teacher relationships.

Comment. The population is too small to give any significant validity to the findings. No statistical analysis of data.

JHL
Acp

70. Jacobs, P.H. Criteria for evaluating high school English programs. English Journal, 1968, 57(9), 1275-1296. ED 029 024

This checklist is designed to assist English teachers and departments in analyzing and evaluating their current programs. It is divided into four parts: (1) the basic organization and procedures of the English program (25 criteria), (2) the physical provisions for English instruction, both facilities and equipment (11 criteria) and materials (2 criteria), (3) the qualifications of English teachers (7 criteria), and (4) the English curriculum and instruction (103 criteria). The curriculum checklist is subdivided into three sections: the curriculum as a learning system, the curriculum as a whole, and the various parts of the curriculum--literature, language, composition (both written and oral), reading, and speech. (ERIC abstract)

EPL
Arc
Com

71. Jensen, A.R. Parent and Teacher Attitudes Toward Integration and Busing. Research Resume, Number 43. Burlingame: California Teachers Association, 1970. ED 041 092

Purpose. To solicit parent and teacher attitudes toward integration and busing.

Procedure. A 33-item inventory assessing attitudes and opinions regarding integration, busing, and ability grouping was administered to all teachers in the Berkeley Unified School District. The questionnaire was answered anonymously, and also requested information on age, sex, and race. A Parent Opinion Questionnaire, consisting of seven questions about school integration and busing, was sent home with every elementary school pupil and was also anonymous. It requested additional information on sex, race, number of years schooling, length of residence in Berkeley, and home ownership.

Results. The majority of teachers held attitudes favorable to integration and busing. Older teachers were less favorably disposed toward integration and busing than younger teachers. The majority of parents (80%) favored integration, but only 56.3% of women and 48.2% of men favored busing as a means of achieving integration, and only a minority (34.2% of men and 44.3% of women) believed busing would have a good influence on their children's education. Racial differences existed in opinions on busing with Negroes most favorable, Orientals least, and whites intermediate. A majority of all racial groups favored ability grouping. Favorable attitudes toward busing decreased with number of years residence in Berkeley. Home owners approved of busing less than renters, and favorableness toward integration and busing was positively related to parents' educational level.

CUL
Acd
Com

72. Johansson, C.B., Chapman, C.R., and Campbell, D.P. College professors: Their likes and dislikes. American Psychologist, 1971, 26, 486-488.

Purpose. To determine whether there is a pattern of interests in the Strong Vocational Interest Blank (SVIB) and therefore a viable scale to aid graduate students in determining whether or not they would be satisfied with the activities and interests of a college teacher.

Procedure. Four hundred and twenty-one professors, equally represented within five general areas of interest, were scored on 72 male occupational scales of the SVIB. A professors' scale was developed for the SVIB by contrasting the item responses on the 72 occupational scales with those of men in a general sample (N=1,000).

Results. When the professors' scale was correlated with the other occupational and basic interest scales, three groupings appeared: high positive correlations with the physical and behavioral science scales and the cultural scales of the SVIB (physicist, psychologist, artist); low positive to low negative correlations with the social science, technical, and non-college teacher scales; and high negative correlations with the military, business, and sales scales.

Acp
Car

73. Johnson, R.S. A Comparison of English Teachers' Own Usage with Their Attitudes Toward Usage. (Ed.D. dissertation, Columbia University) 1968. ED 046 963

In spoken and written situations which focused the teachers' attentions on information rather than on their language, samples of 100 English teachers' actual language were obtained with respect to five debatable usages: "everybody...their," "reason...is because," "who" as an object pronoun, "will/would" with the first person subject to express futurity without determination, and "myself" as a non-reflexive, non-emphatic object pronoun. The majority of teachers expressed disapproving attitudes toward four of the five usages for both speech and writing. Nonetheless, 99% of the teachers were found to use at least one of the "incorrect" usages, each of the "incorrect" usages was used by a majority of teachers in their speech, and three of the usages were used by a majority of the teachers in their writing. Moreover, 94% of the teachers used at least one of the "incorrect" usages that they themselves disapproved of and would correct in their students' work. However, when the teachers were alerted to the discrepancies between the language they teach as correct and the language they use, 99% of the teachers expressed a willingness to change their attitudes toward language correctness and to modify their teaching accordingly. (ERIC abstract)

Aed
Com

74. Jordan, J.E., and Cessna, W.C. A comparison of attitudes of four occupational groups toward education and toward physically disabled persons in Japan. Journal of Social Psychology, 1969, 78, 283-284.

Purpose. This study investigated relationships between attitudes toward disabled persons and occupation.

Procedure. Two hundred and eleven subjects in four occupational groups (special education and rehabilitation; regular teachers; managers or executives; and laborers) were given the Survey of Interpersonal Values (Gordon, 1960).

Results. The special education and rehabilitation group was least traditional and most progressive in its attitude toward education and most positive toward the disabled; teachers ranked next, then laborers, then managers. The four groups were significantly different on the value scores of the SIV.

Comment. A summary of a portion of a larger research project.

Ain
Car

75. Jorgensen, H.C. Characteristics of Teachers Submitting Applications for Academic Year Institute Programs at Oregon State University. Corvallis: Oregon State University, 1966. ED 024 584

Analyzed were participants in six Academic Year Institutes (AYI), 1957-62, and a systematic random selected one-half of the rejectees. Rejectees for 1960 were not included. Of 35 personal and professional characteristics a comparison was made between or among (1) acceptees and rejectees of each year, (2) acceptees for each year, (3) rejectees for each year, and (4) applicants from Oregon, Washington, California and all other geographical areas. An extensive list of conclusions was drawn from the data. A few of these are (1) significant differences among acceptee groups were noted with respect to number of summer institutes attended and the reading of science journals, (2) rejectees differed in age, summer institutes attended, years since last degree, graduate credit in science, membership in professional organizations and extent of professional journal reading, (3) applicants from Washington, Oregon, and California met their respective state certification requirements in terms of science/mathematics preparation, (4) in terms of American Association for the Advancement of Science (AAAS) recommendations many applicants were lacking in depth and breadth in mathematics and science preparation, and (5) acceptees and rejectees were significantly different in several characteristics. (ERIC abstract)

Aed
Per
Rel

76. Kerlinger, F.N., and Pedhazur, E.J. Attitudes and Perceptions of Desirable Traits and Behaviors of Teachers. Final Report. New York City: New York University, 1967.
ED 019 742

In a study that was primarily correlational in nature, relationships between evaluators' attitudes toward education and perceptions of teaching behavior were determined by administering questionnaires to over 3,000 elementary and secondary teachers and graduate students of education from Indiana, Michigan, New York, North Carolina, Texas, and Wisconsin. Three general questions guided the study--(1) the affect of attitudes toward education on perceptions of desirable traits and behaviors of teachers, (2) the factor structure and content of educational attitudes, and (3) the factor structure and content of perceptions of desirable traits of teachers. Second-order factor analysis reduced a number of educational attitude factors to two large factors, progressivism and traditionalism. Similarly, two second-order factors were found to underlie teacher-trait perceptions, person-orientation and task-orientation. It was found that progressive attitudes toward education were positively and consistently correlated with person-oriented teacher trait perceptions. Traditional attitudes toward education were similarly correlated with task-oriented teacher trait perceptions. (ERIC abstract)

JHL
Aed

77. King, F.M. Teacher attitudes toward acceleration. *Education*, 1969, 89(3), 203-207.

Purpose. To investigate teachers' attitudes toward accelerated classes.

Procedure. Questionnaires were sent randomly to 135 secondary school teachers. One hundred and twelve questionnaires were returned. The questionnaire was divided into two parts: Part I consisted of 13 questions directed toward those who had taught accelerated courses; Part II consisted of five questions for those who had not taught accelerated classes but whose classes contained students accelerated in other subjects.

Results. The data indicate that many teachers spend extra time planning class work for accelerated students. Class size was not indicated as a problem but most would limit it to 25 for accelerated classes. Grading was a problem area, for students in accelerated classes must maintain a certain average. In general, teachers of accelerated classes feel that their students contribute more original and independent work and receive more homework.

Comment. Author did not define population of subjects or students. This leads one to question the validity of his findings.

CUL
Car

78. King, J.H., and Ellis, J.R. A survey of the characteristics judged to contribute to the ineffectiveness of college teacher educators. *Journal of Teacher Education*, 1971, 22(3), 331-334.

Purpose. To obtain opinions regarding factors that have prevented college faculty responsible for teacher education from attaining higher achievement in their teaching, research, and service functions.

Procedure. A questionnaire was sent to an appropriate administrator in each institution listed in the *1967 Directory of the American Association of Colleges for Teacher Education* (N=812). Completed questionnaires were received from 500 (62%) administrators.

Results. Those faculty members judged to be ineffective in teaching performance were characterized as: (a) lacking in knowledge of their special field and in preparation for college teaching, (b) unable to relate effectively with colleagues and students and emotionally unstable, (c) lacking in motivation, creativeness, and ability to communicate effectively and (d) unable to use instructional methods and materials effectively. Those judged ineffective in research were characterized as: (a) lacking in specific research know-how and in preparation for the tasks of educational research, (b) emotionally unstable or mentally ill, (c) lacking motivation and creativeness, and (d) poorly organized and attendant to detail. Those judged ineffective in service function were characterized as being (a) lacking in relevant professional experience, (b) emotionally unstable or mentally ill and unable to relate effectively with the broader community, and (c) lacking in motivation and ability to communicate effectively.

EPL
JHL
Aed
Car

79. Klein, A.E. Relations of level and amount of teaching experience to educational attitudes. Proceedings of the Annual Convention of the American Psychological Association, 1970, 5(Pt. 2), 641-642.

Purpose. To determine how level and amount of teaching experience are related to educational attitudes and how level and amount of teaching experience interacted to affect educational attitudes.

Procedure. Kerlinger's Education Scale VII (ES-VII) was given to 689 teachers and teacher trainees attending schools of education. Multiple-regression procedures were used to analyze the data. Level of teaching experience, amount of teaching experience and the standardized cross-product of level and amount of teaching experience were used as predictor variables.

Results. While there was a negative relation between level of teaching experience and progressivism (elementary teachers held more progressively-oriented attitudes than secondary teachers), this relation varied with experience. The variance accounted for in progressivism by the combination of level of teaching experience, amount of teaching experience, and the interaction of level and amount was less than six percent.

JHL
Acp
Aed

80. Krause, D.L. A Study of Present Practices and Attitudes Concerning the Letter Grading System of Secondary School Language Arts Teachers and Administrators of Oahu, Hawaii. (Ed.D. dissertation, University of South Dakota) 1969. ED 046 929

The attitudes and opinions of secondary school language arts teachers and administrators on the island of Oahu were surveyed regarding the traditional letter grading system and their uses of it. By administering a questionnaire on the letter grade system and computing the responses, data were obtained on educator attitudes toward the definition and purpose of a grade, grading standards practiced compared to grading standards preferred, factors used to grade students, major strengths and weaknesses of the system and ways to improve it, and evaluation systems preferred to the letter grade. Findings indicated that, although the letter grade itself and its purpose were defined in a variety of ways, teachers and administrators on Oahu share a large majority of the same attitudes regarding the traditional letter grading system. Most of the educators agreed that this system has more weaknesses than strengths and that it met the parents' needs more than it met either theirs or their students' needs. The large majority of the administrators and teachers preferred to report to parents and students in terms of goals attained for a specific course rather than in terms of letter grades. (ERIC abstract)

81. Langenbach, M. Development of an Instrument to Measure Teachers' Attitudes Toward Curriculum Use and Planning. Paper read at American Educational Research Association Annual Meeting, 1970. ED 040 127

Purpose. To determine the relationship between teacher participation in curriculum planning and teacher attitudes toward curriculum planning and use.

Procedure. The Curriculum Attitude Inventory (CAI) was developed and tested twice on groups of teachers who had been identified by their principals as having either strong positive or negative attitudes toward curriculum planning. The CAI is a 50-item inventory in which statements about curriculum are responded to on a six-point scale ranging from "strongly agree" to "strongly disagree" with no neutral position option. Reliability coefficients of .54 and .66 were obtained between the CAI and the principals' ratings. The CAI was then administered to 257 teachers divided into groups according to participation or non-participation in curriculum planning.

Results. On the final administration of the CAI, a significant difference ($p < .01$) existed between the scores of teachers with curriculum participation experience and those of teachers without such experience.

82. Larson, M.E. A Study of the Characteristics of Students, Teachers, and the Curriculum of Industrial-Technical Education in the Public Community Junior Colleges of Michigan. East Lansing: Michigan State University Department of Secondary Education, 1965. ED 025 255

Observations were made on the characteristics of students, teachers, and curricula of the industrial-technical programs of Michigan junior colleges. Of the 138 teachers, 75 were employed by five colleges, 50% had a master's degree, many had a BA in industrial arts, 65% had up to 12 semester hours in teaching methods, the median for subject matter was 18 hours, 21 had completed an apprenticeship, related work experience averaged 50 months, the median number of years' teaching was eight, and 38% had both community college and vocational certificates. Thirty-eight industrial-technical programs were classified under 13 curricular headings; the most frequent curriculum was drafting, least frequent were architecture, body drafting, and industrial management, most common admission requirement was high school graduation, most common graduation requirement was completion of 62 semester hours with a GPA of 2.0. Among the many findings on all the 297 students were: all respondents were male, 74% were under 21, 54% were district residents, 60% were from non-professional backgrounds, 52% worked part-time and 22% full-time while in college, 39% would choose the same occupation again, most were satisfied with the counseling service except job placement, 40% found their own first job, 31% wanted less theory and more practice, 39% believed college helpful in getting a job, 50% were satisfied with their job although only 35% were doing college-related work. Supplementary observations were made on the 101 (34%) graduates. (ERIC abstract)

JHL
Pro
Tem

83. Lemeshow, S. A problem check-list for teachers. *British Journal of Educational Psychology*, 1968, 38(3), 310-312.

Purpose. To develop a self-administrable check-list of eight problem areas faced by most teachers with the intent of enabling teachers to focus on a particular area.

Procedure. The test was administered to 500 secondary classroom teachers. The list of problems was validated. The coefficient of reliability on a retest of 25 teachers was .96.

Results. The sentiments expressed by the teachers sampled seem to be congruent with those expressed by teachers in general – e.g. classes too large, lack of parent concern, working conditions, etc.

Comment. Although the test seems to aid in determining what the particular difficulty is, it does not indicate possible reasons for the difficulty.

CUL
Aed
Ain
Org
Pro
Rel

84. Louk, E.L. An Analysis of the Opinions of Instructors and Supervisory Personnel Regarding Certain Instructional Problems in Community Colleges in the State of Washington. (Ed.D. dissertation, Washington State University) 1966. ED 019 084

This analysis of the opinions of administrators and teachers on the seriousness of various instructional problems is intended to provide guides for in-service training. The study examines which problems the teachers consider most important and whether the administrators agree. A rating scale for six problem areas was constructed--(1) instructional materials, (2) student relations, (3) course content, (4) administrator relations, (5) teaching methods, and (6) relations with other teachers. Teachers and administrators were grouped by position, education, experience, age, and sex. All groups agreed on the importance of suitable office space, motivation of students, knowledge of transfer requirements, teachers' personal studies, individual instruction, sound testing, and sharing of rooms and equipment. Staff and administrators generally agreed on student relations, instructional materials, course content, and teaching methods. Agreement was lowest on problems on relations with other teachers and administrators, and highest on teaching methods. Despite close agreement on certain instructional problems, teachers and administrators must cooperate more in planning in-service training. (ERIC abstract)

85. Lucio, W.H. et al. Psychophysiological Correlates of Female Teacher Behavior and Emotional Stability: A Seven-Year Longitudinal Investigation. Los Angeles: California University Center for the Study of Evaluation of Instructional Programs, 1967. ED 021 786

This study investigated the relations of personality and the autonomic nervous system (ANS) to ratings of teacher behavior, emotional stability, and general health as measured during student teaching and the 1st, 6th, and 7th years of in-service teaching for 279 female subjects. The theses tested were that (1) measures of individual differences in ANS functions afford a means of predicting those teachers who will be least likely to withstand the stresses of teaching and (2) these measures in conjunction with indexes of personality, mental and physical health, and controlled appraisals of teaching performance will provide improved predictive indexes of teacher behavior. Results verifying relationships between ANS and personality were consistent with those of previous studies of children and males. Among other conclusions were that (1) teachers who show autonomic balance in the direction of relative parasympathetic nervous system dominance adjusted least well to teaching and (2) characterization of the less successful teachers as less friendly and sociable, less objective, less emotionally stable, more introverted and more tense, was consistent with differences in ANS functioning. Included are 49 statistical tables recording the psychophysiological test battery results; a list of 33 references; and 20 pages of data recording forms, rating scales, and inventories. (ERIC abstract)

CUL
Acp
Org

86. Maloney, C.M. Attitudes of Missouri Public Junior College Faculty Toward the Objectives of the Comprehensive Junior College, 1969. ED 031 247

As attitudes of an organization's members are important in attaining its goals, this study proposed to determine faculty attitudes to comprehensive college aims. Selected as subjects were 100 full-time instructors from Missouri public junior colleges. The investigator expected to find transfer faculty more favorable to general and transfer curricula, and technical faculty more favorable to adult, occupational, counseling, and community service programs. He sought opinions on the college's objectives in occupation, general, transfer or pre-professional, part-time or adult, community service, and counseling and guidance programs. The subjects were sent a 35-item questionnaire; 60% responded. Over 70% agreed with the overall college objectives; 52.3% disagreed with the transfer program. Points of agreement were: 68.7% of transfer faculty and 71.4% of technical faculty on occupational programs; 81.6% of transfer and 73.1% of technical faculty on general education; 83.3% of transfer and 69.9% of technical faculty on community service; 78.5% of transfer and 68.4% of technical faculty on counseling; only 39.4% of transfer and 34% of technical faculty on transfer objectives. At least 70% of all faculty agreed on all but the transfer function, an attitude worth further study. The investigator suggests that particular attention should be paid to attitudes of the more influential faculty members and that a stronger orientation program is needed, especially for those who are undecided. (ERIC abstract)

87. Medley, D.M., and Hill, R.A. Cognitive Factors in Teaching Style. Paper read at American Educational Research Association Meeting, 1970. ED 038 380

Purpose. This study investigated the relationship between teacher knowledge and teaching style.

Procedure. The study involved 53 secondary level teacher interns in an eastern U.S. metropolitan area who taught science, mathematics, English, and social studies. Each of the 53 teachers was observed on four occasions by a pair of trained observers and their behavior was recorded for about 30 minutes. One of the pair of observers used the Flanders' Interaction Analysis while the other used the OSCAR 4V technique and both recorded the same verbal behavior. Scores from these two systems constituted the measure of teacher behavior or style.

The Common Examination (CE) of the National Teachers' Examination (NTE) (which was taken just before the beginning of their first year of teaching) served as a measure of the teacher's knowledge of teaching principles.

The CE contained 345 multiple choice items representing 19 content areas. About half the items measured subject matter content commonly found in secondary school curricula, while the other half measured knowledge of the content of professional education courses.
Answer sheets of the 53 observed teachers and of 38 non-observed teachers were submitted to an analysis of variance. A statistical exegesis is presented. Prediction of stable patterns of classroom behavior which may be regarded as elements of teacher style, and which are operationally defined, can be made.

Results. A multiple correlation of .66 between Lecturing Behavior (per Flanders) and NTE performance was found. Teachers who do better on the science items lecture more, while teachers who do better on the teaching principles and practices lecture less. Though science teaching may lend itself to a lecture format, only seven of the 53 teachers taught science. It is then likely that teachers of other subjects also tended to act like science teachers no matter what subject they taught. Those with high scores in literature, the history and philosophy of education, and teaching practices, favored a dialogue approach.

Medley, D.M., and Hill, R.A.

Various suppositions as to the etiology and dynamics of the differing teaching styles are offered, but reliable statements can only be based on a larger sample. Two inferences based on the data were made: 1) the data suggest strongly that the amount and kind of cognitive equipment a teacher possesses contribute greatly to his teaching style; 2) the methodological strategy employed in the study holds much promise in the relating of teacher knowledge to teacher behavior.

EPL
Car
Per
Tem
Val

88. Metzner, S. An Empirical Criterion Validation Study on Some Psychological Inventory Findings Related to Elementary School Teachers. 1967. ED 013 775

The findings of 84 studies of teacher behavior, attitudes, and personality were correlated with theoretical models derived from the Edwards Personal Preference Schedule and the Allport-Vernon-Lindzey Study of Values. It was concluded that (1) an occupational press seems most evident on the EPPS Scales relating to heterosexuality, autonomy, endurance, order, and deference, (2) scores on other scales and the Study of Values showed that being a woman and in a particular college is more important in score determination than being an education major, (3) investigators of college-student characteristics should be aware that a specific college has a specific student type which will influence the findings, (4) it is possible and profitable to secure measures of overt actions as validity criteria for paper-and-pencil personality measures, (5) the EPPS and the Study of Values form a theoretical picture of elementary school teachers which, with a few exceptions, is consistent with their operational attitudes and behavior patterns. (ERIC abstract)

EPL
Tap

89. Metzner, S., and Neuman, J. The Teacher Auxiliary--Aide or Maid, an Analysis with Annotated Bibliography. 1967. ED 015 171

This paper summarizes and evaluates the available literature and research on the employment of teacher aides in our public schools. First, the present status of the teacher aide is depicted, as well as current trends in the utilization of school aides. Then the aims of various teacher aide programs are described in detail, covering the full range of duties assigned to the auxiliary, as well as the problems encountered and the solutions that have been attempted. Finally, past and present techniques and programs are analyzed and evaluated, and needed research and follow-up studies in the area are suggested. (ERIC abstract)

90. Meyer, H.J., Likwak, E., and Warren, D. Occupational and class differences in social values: A comparison of teachers and social workers. Sociology of Education, 1968, 41, 263-281.

Purpose. To compare five social values between teachers and social workers.

Procedure. Values chosen were: (1) individual worth vs. system goals; (2) group responsibility vs. individual responsibility; (3) security satisfaction vs. struggle-suffering-denial; (4) innovation-change vs. traditionalism; and (5) interdependence vs. individual autonomy. The assessment of values was made by means of a social attitudes questionnaire called the Social Values Test (72 items on a four-point scale). This was administered to 721 public school teachers in a large city and to 103 professionally trained social workers, 92 social workers in training, and 98 untrained social workers.

Results. More social workers adhere to individual-oriented value systems than do teachers. Teachers in culturally-deprived areas, whose schools were undergoing a project involving innovative change, scored higher in the value dimension than teachers in middle-class schools. Negro teachers scored higher than white teachers. Jewish teachers scored higher than Protestant teachers, Protestant teachers scored higher than Catholic teachers. Elementary school teachers scored higher than junior high school teachers, who in turn, scored higher than high school teachers.

Comment. The results of this study should be considered in the light of experimental design. Problems were too many variables, insufficient controls, and a lack of statistical analysis.

91. Miller, J.L. A Comparison of How First Grade Classroom Teachers With and Without Full Time Teacher Aides Utilize Instructional Time and the Effect of Aide Utilization Upon Academic Performance of Children. 1970. ED 043 595

This study was designed to compare the utilization of instructional time of first grade classroom teachers with and without full-time teacher aides, to compare the academic performance of children in these two groups, and to examine the relationship between teacher and aide activity. A sub-purpose was the development of an observation instrument to provide a timed record of teacher behavior, and this was found to be valid and reliable. Five research questions were formulated and statistical hypotheses established to answer them. Ten teachers with aides and ten without were studied by trained observers for four 10-minute periods. Pupil achievement was measured by the Lee-Clark Reading Readiness Test at the end. No significant difference was found between the two groups of teachers in clerical activities, routine activities, total group instruction or differentiated instruction. The teachers with aides spent more time in clerical activities and total group instruction. There was no common pattern of aide activity and teacher activity. There was no evidence that the aides provided more instructional time leading to improved pupil performance, although it seemed that teachers with aides were somewhat more successful in improving the achievement of lower level pupils. (ERIC abstract)

CUL
Job
Mem

92. Moore, J.W. Pennsylvania Community College Faculty: Attitudes Toward Collective Negotiations. University Park: Pennsylvania State University Center for the Study of Higher Education, 1971. ED 051 801

This study discusses faculty attitudes toward collective bargaining, including collective negotiations, sanctions, and withholding of faculty services. The purpose was to determine whether faculty members' perceptions of their capacities for power and mobility were related to their expression of relatively favorable or unfavorable attitudes toward collective negotiations. Attention was given to possible relationships between selected biographical career variables and faculty attitudes toward negotiations. The data were collected from faculty in 10 of 12 junior colleges in Pennsylvania. (ERIC abstract)

CUL
Acp
Rlp

93. Moore, R. Structure of faculty attitudes toward the university teacher's role: A factor analytic study. Educational and Psychological Measurement, 1970, 20, 293-299.

Purpose. To assess faculty reaction to proposed changes in the structure and curriculum of the liberal arts college of Drake University. This paper was a by-product of a larger study extracting faculty attitude on items of general interest.

Procedure. One hundred and eleven faculty members, ranging from Instructor to professor, were given a 46-item questionnaire and asked to evaluate items in terms of preference. Preference scales (Wolins technique, 1963) were used. Only 30 of the 46 items were used in factor analysis, as 16 items were judged to be of local interest only.

Results. Three factors emerged: (1) the conservative-liberal dimension; (2) the degree to which individual teachers wish to help the student become a person; and (3) narrowness of goals or the "ivory tower" approach.

94. Moses, H., and Delaney, D. Dimensions of pressures faced by teachers: A factor analytic study. SPATE Journal, 1970, 8, 122-128.

Purpose. A comprehensive set of items concerning pressures faced by teachers was analyzed in this study.

Procedure. One hundred and forty-three graduate students in education, most of whom were experienced teachers, listed what they felt were the teachers' five greatest pressures. Statements of Pressures of Teachers (POT) were used to construct a scale comprising 69 Likert-type items. A comparable group of 63 graduate students in education rated each statement on a four-point scale, ranging from "no pressure" to "severe pressure." Responses were coded onto computer cards, and a product-moment intercorrelation matrix and a principle components analysis were performed. Components were rotated by Varimax procedures.

Results. Analysis of the POT scale yielded 18 rotated factors, including classroom teaching, community and professional responsibilities, relationships with administrators, conformity demands, fear of failure, public relations, routine classroom duties, teaching effectively, providing for the deviate student, teaching methods, teaching content, etc.

The factorial structure yielded by the POT scale confirms the hypothesis that teachers in modern society perceive a large number of severe pressures impinging upon them. The authors feel that such pressures are certainly passed on to the students.

CUL
Aed
Rlp
Val

95. Mukherjee, B.N. Achievement values and scientific productivity. *Journal of Applied Psychology*, 1968, 52(2), 145-147.

Purpose. Fifty male teachers of various science departments of Patna University, Patna, India, volunteered as subjects for the study. Their ages ranged from 22 to 55 years. Twenty-eight of the 50 participated in both graduate and undergraduate programs, 17 were engaged in only undergraduate teaching, and the remaining five were connected exclusively with graduate programs.

Procedure. Each subject was asked to complete the Sentence Completion Test (SCT) developed by Mukherjee (1964). The SCT consists of 50 forced-choice trials (one item reflecting achievement-related sentiment and the other two pertaining to different aspects of manifest needs). The subject's score on the SCT is the number of times he has chosen a statement reflecting achievement-related values. The premise for this research is that achievement values will positively correlate with the number of scientific works published. The number and type of publications produced by each subject was determined by the completion of a questionnaire attached to the SCT. Papers published in scientific journals only defined each subject's level of scientific productivity. Unpublished presentations to scientific meetings were also considered.

Based on their total scores on the SCT, subjects were classified into two criterion groups--High Achievement Value (High v Ach) and Low Achievement Value (Low v Ach). The 25 subjects scoring 22 and above were arbitrarily designated as the High group and the remaining subjects, scoring 21 and below, formed the Low group.

Results. The hypothesis that college teachers in science having High v Ach show greater scientific productivity than those having Low v Ach scores was confirmed. Those subjects in the High group showed a significant difference with respect to publications when compared to those in the Low group. It was also found that those in the High group participated in graduate programs whereas those in the Low group were exclusively engaged in undergraduate teaching. The groups did not, however, differ significantly in terms of age or years of teaching experience. These results are consistent with Maslow's theory of self-actualization whereby a person who has high achievement values self-actualizes to the extent that he exercises his talents fully and enthusiastically to achieve higher goals which are related to his further self-development.

Arc
Car

96. Naremore, R.C. Teacher Differences in Attitudes Toward Children's Speech Characteristics. Paper read at American Educational Research Association Annual Meeting, 1970.
ED 039 307

Purpose. To determine what characteristics of teachers could be correlated with attitudes toward children's speech characteristics.

Procedure. Data were collected from 33 teachers responding on 12 semantic differential scales to 80 speech samples from 16 different kinds of children. This information was related to race, sex, social status of child, and topic of discourse, as well as to teacher race.

Results. Teachers can be grouped into four types on the basis of their attitudinal responses to children's speech. These types were not defined. They correlate with four undefined factors and subtypes are found both between and within the four major types--roughly along the lines of teacher race.

AEL
Aed
Ain
Car
Val

97. Nave, W.K. Adult Basic Education Teacher Trainers: Their Characteristics, Attitudes, and Values. Raleigh, North Carolina: State University School of Education, 1969. ED 051 457

Purpose. To determine whether a three-week period of intensive training will result in a change of attitude toward adult basic education programs on the part of adult basic education teacher trainers.

Procedure. Ninety-eight participants were selected and randomly divided into two groups. Group I was given a pretest on the first day of the institute. Group II was given a placebo test at the same time. The pretest was constructed specifically for this group and employed a method of summated ratings (Edwards, 1957). The subjects were asked to indicate their "feeling" toward each of 45 statements on a five-point Likert-type scale. All participants were given this scale as a posttest, and all completed a cognitive inventory, Allports' Study of Values test, and information sheets giving such variables as age, education, and length of time in adult education (biographical data form).

Results. There was a significant difference between pretest and posttest attitudes in the direction of a more favorable attitude.

98. Newman, R.S. Aides for Teachers, a Report Prepared for the Research and Development Council. Larkspur, California: Tamalpais Union High School District, 1965. ED 015 149

After a survey of the literature and of the existing teacher aide programs in the San Francisco Bay area, the following conclusions were drawn--(1) teacher aide programs constitute a new and useful service to teachers and students, (2) an aide is one who relieves the teacher of non-professional duties, (3) aides' tasks fall into the broad categories of (a) clerical work, (b) lay readers, (c) preparation of enrichment materials, and (d) assistant in instructional and resource materials centers, (4) ten districts in the San Francisco area are using teacher aides and consider them a welcome addition to their staff, (5) both paid and volunteer programs are working well, (6) the programs do re-deploy teaching loads to allow more time for instruction, (7) aide programs must have school board and school personnel acceptance. A number of recommendations are made. They mostly emphasize the need for pre-planning, coordination, and full job description. Questionnaires and detailed findings are presented. (ERIC abstract)

CUL
Acp
Aed
Pro
Rlp

99. Nowlis, V. et al. The Graduate Student as Teacher. American Council on Education Monograph No. 2. New York: Rochester University, 1968. ED 028 741

Although the task of preparing graduate assistants to be teachers is widely neglected, some universities are making an effort to make the apprenticeship a worthwhile experience for both teachers and their students. This report identifies some of the critical problems and issues associated with graduate student instruction and presents examples of proper and improper use of graduate students. Four basic teaching roles of the graduate student are defined and ten principles of effective student teacher programs are formulated. The principles were generated at a two-day conference at the University of Rochester in June 1967 at which academic deans from a number of universities submitted reports on programs at their institutions. Their reports cover surveys of: practices, attitudes and beliefs related to graduate student instructors and assistants at Rochester; interviews with departmental chairmen and graduate and undergraduate students; innovations in several departmental programs at Rochester; and reports from other universities and of other studies. The extensive appendices contain program descriptions used as a basis for discussion at the 1967 conference. (ERIC abstract)

EPL
Org
Per
Rel

100. Null, E.J. Relationships between personal variables of teachers and their perception of the behavior of school personnel. Journal of Educational Research, 1971, 64(8), 351-354.

Purpose. To determine if relationships exist between personal variables of teachers and their evaluations of the behavior of their principal and fellow teachers.

Procedure. Subjects were 1,691 teachers in 81 Minneapolis and St. Paul elementary schools. They were given the Minnesota Teacher Attitude Inventory (MTAI), the Sixteen Personality Factor Questionnaire, and the Organizational Climate Description Questionnaire (OCDQ). All completed the OCDQ, 842 completed the MTAI, and 849 completed the 16 PF Questionnaire.

Results. Positive correlations were found between MTAI scores and scores of the four OCDQ sub-tests in which high scores are indicative of an open climate. Negative correlations were found between MTAI scores and scores of the four OCDQ sub-tests in which high scores are indicative of a closed climate. Certain personality factors (I - tough vs. sensitive, H - timid vs. adventurous, and M - conventional vs. eccentric) were related to the perception of certain dimensions of organizational climate.

Teachers with a "good" attitude toward children tended to perceive all eight dimensions of climate in a manner indicative of an open climate, while teachers with a "poor" attitude toward children tended to view all eight dimensions in a manner indicative of a closed climate. Thus, a relationship would appear to exist between teacher perception of organizational climate and teacher attitude toward children ($p < .05$ was used as the criterion for all tests).

JHL
Acp
Rlp

101. Otto, W., and Smith, R. Junior and Senior High School Teachers' Attitudes Toward Teaching Reading in the Content Areas. Paper read at National Reading Conference Meeting, 1968. ED 026 226

A 14-item inventory was designed to determine the attitudes of secondary teachers toward the teaching of reading by checking their perceptions of their personal role in content area reading instruction, their personal preparation and ability to teach reading, the actual task of teaching reading skills, and the role of reading specialists at the secondary level. Respondents were 87 faculty members from Wisconsin junior and senior high schools. An analysis of each item is presented on a five-point scale, ranging from strongly agree to strongly disagree. The inventory showed that teachers recognized the need for a continuation of reading instruction at the secondary level, that they were willing to accept the responsibility for teaching reading in the content areas, and that they felt a need for more training to do the job. (ERIC abstract)

102. Palmer, R.J. Teacher aides under glass. The North Dakota Teacher, 1968. ED 020 035

In an attempt to evaluate the effectiveness of teacher aides, a unique project has been undertaken in Grand Forks, North Dakota, involving three experimental schools and 14 teacher aides who perform as many clerical, administrative, and routine classroom duties as possible without actually becoming involved in the process of formal instruction. Three additional schools have been designated for the purpose of comparison throughout the course of the study. During the three-year project, teacher aide effectiveness will be evaluated as it relates to improved instruction, the teacher shortage, and the potential use of auxiliary personnel by the classroom teacher. These evaluations will facilitate comparisons with selected schools in Georgia, Florida, and Tennessee which currently use teacher aides in rural improvement projects. (ERIC abstract)

103. Perkes, V.A. Correlates of teacher satisfaction in junior and senior high schools. California Journal of Educational Research, 1968, 19(5), 222-225.

Purpose. It has been noted that junior high school teachers indicate a disproportionately higher level of dissatisfaction than teachers at other levels and express a markedly higher desire to seek employment at some other grade level or task. The purpose of this research was to determine the critical factors of dissatisfaction in terms of teacher attitudes and past experience.

Procedure. The subjects were teachers, selected from junior and senior high schools in various districts in California, who had been assigned to teach science, language arts or social studies. Each received the Purdue Opinionaire and a questionnaire which inventoried information about teachers' backgrounds. Correlational analysis was done to determine the relation between expression of satisfaction and background.

Results. Findings indicate that (1) junior high school teachers indicate a significantly higher level of dissatisfaction than their high school teacher counterparts; (2) their dissatisfaction is correlated with frustration resulting from teacher-student interactions; (3) teachers with a greater number of teaching credits expressed a high level of dissatisfaction; (4) teachers with additional credits in psychology, and child and adolescent development did not indicate reduced level of job satisfaction; (5) teachers who perceived the demand for their teaching speciality as being relatively high expressed a significantly higher level of dissatisfaction with their jobs and a willingness to accept another position in the near future.

Comment. Findings indicate how important teacher job satisfaction is in terms of the quality of student learning. Additional research in the area is strongly indicated.

CUL
Car

104. Phair, T.S. *A Profile of New Faculty in California Community Colleges.* Berkeley: California University Field Service Center, 1968. ED 026 059

This first phase of a five-year study of staffing trends in California junior colleges surveys 78 public junior colleges and examines 1310 new, full-time faculty members hired in fall 1967. The data will be compared with those collected during the following four years. Experience categories were (1) none, (2) secondary teaching, (3) elementary teaching, (4) four-year institution, (5) junior colleges, (6) secondary practice teaching, (7) elementary practice teaching, (8) junior college practice teaching, (9) research assistant, (10) teaching assistant, (11) industrial or commercial experience. Degrees were noted by (1) less than M.A., (2) M.A. awarded in 1966-67, (3) M.A. awarded before then, (4) doctorate. New teachers were further identified by subject area--art, agriculture, commerce, criminology, drama, English, engineering, homemaking, journalism, language, library, mathematics, music, nursing, philosophy, physical education, psychology, science, social science, or vocational and technical. It was also noted if they were graduates of California University or other institutions. Charts show the findings for years 1967-68 and 1968-69. The study is expected to answer: (1) Is an M.A. sufficient? If so, when and where obtained? (2) Are pedagogical courses necessary? How many and what kind? (3) Is supervised teaching, practice teaching, or teaching assistance helpful? (4) Should the University of California develop special teacher training programs for the junior college? (ERIC abstract)

JHL
Tap

105. Program to Increase the Effectiveness of Foreign Language Utilization by Employing Language Laboratory Aides: Program Evaluation. Wisconsin: Milwaukee Public Schools Division of Curriculum and Instruction, 1967. ED 025 971

This is a program evaluation of a language laboratory aide project initiated in two Milwaukee high schools. Some brief remarks on objectives, the schools involved, and project procedures are followed by the evaluation plan. Major attention is directed to the section on results, including pretest and posttest comparisons, a follow-up study, student reactions, teacher reactions, a laboratory aides analysis, and a laboratory utilization index. Results were generally positive. (ERIC abstract)

CUL
Tap

106. Roberts, E.R. A Teacher Aide Curriculum at Rio Hondo Junior College--Its Implementation, Effectiveness, and Evaluation as Related to Its Use Within the Los Nietos School District. Los Angeles: California University, 1967.
ED 016 452

Rio Hondo Junior College established a two-year program to train teacher aides for service in the Los Nietos Elementary School District. This report (1) traces the development of the teacher aide program, (2) describes the curriculum leading to the AA degree, (3) outlines the course content, (4) presents samples of an attitude scale and of an evaluation form, (5) lists the typical duties of teacher aides, (6) defines criteria and procedures for evaluating aides, (7) reviews similar programs in four other districts, (8) summarizes teacher reaction to the use of teacher aides, and (9) quotes pertinent sections of the California Education Code. (ERIC abstract)

JHL
Acp
Com

107. Roberts, F.M. Attitudes toward mathematics of faculty and students in three high schools. School Science and Mathematics, 1970, 70(9), 785-793.

Purpose. To learn how high school students and their teachers felt about mathematics.

Procedure. A questionnaire was devised consisting of three scales: (1) attitudes toward math as a process, (2) attitudes toward the difficulties of learning math, (3) attitudes toward the place of math in society. There were three possible responses to each statement: agree, disagree, or uncertain. One junior high school and two senior high schools in northern New Jersey provided the population which consisted of eighth, ninth, and twelfth grade students, and the faculties of the schools--a total of 323 students and 112 teachers.

Results. College-bound seniors scored significantly higher on the scale measuring attitude toward math as a process; teachers scored significantly higher than students on attitude toward math as a process; and students scored significantly higher than teachers on attitude toward the place of math in society. The attitudes of the math-science teachers were significantly higher than those of teachers in other content areas, but only in two of the three schools.

108. Robertson, J.R., and Haas, J.D. Teacher personality and the new social studies. Journal of Educational Research, 1970, 64, 133-138.

Purpose. (1) To determine the self-perceptions of social studies teachers, (2) to compare patterns of self-perception to norms of the general population, and (3) to determine if students' perceptions of teachers corroborates teachers' perceptions of themselves.

Procedure. Subjects were 62 male social studies teachers from Utah. The student sample was drawn from the classrooms of the 62 teachers and totalled approximately 3,700. The Edwards Personal Preference Schedule was administered to all teachers participating in the study. The instrument for measuring student perception of teachers was devised specifically for this experiment--the Robertson Student Perception of Teacher Attitude Scale. It consisted of the presentation, in narrative form, of six situations common to public school classrooms, followed by a forced choice set of four possible responses correlating with four environments: rejecting, demanding, casual, and accepting.

Results. Utah teachers rated significantly higher in needs for Exhibition, Intraception, Dominance, and Heterosexuality and significantly lower ($p<.01$) in needs for Order, Abasement, Nurturance, and Endurance than the national norms. When the teachers' scores for Intraception and Affiliation (the two scales most approximating acceptance) were summed, and then the teachers' scores for Aggression (the need most nearly approximating Rejection) were subtracted from that sum, an r of .347 obtained between this combination of EPPS variables and the Robertson Scale.

109. Rosenthal, T.L. et al. Pedagogical attitudes of conventional and specially-trained teachers. Psychology in the Schools, 1970, 7, 61-66.

Purpose. This piece of research contains two studies. The first sought to determine attitude change in teachers participating in the experimental program (EP) developed by the Tucson Arizona Center for Early Childhood Education, in terms of curriculum emphasis, classroom practices and educational philosophy. The second study dealt with the effects of an intensive six-week workshop training project. The findings of these two studies were compared with measures of non-program (NP) teachers.

Procedure. Study I: The subjects were 899 teachers (67 EP, 812 NP) from Tucson School District 1, grades one through six. Each received the Survey of Educational Attitudes (SEA)--a 75-item test reflecting positive assertions regarding pedagogical and philosophical interest. Items were rated according to a ten-point Likert-scale from strong agreement to strong disagreement. In conjunction with the SEA, all the teachers filled out anonymous self-report forms to gather background information.

Study II: The subjects were 24 teachers (from 14 school districts throughout the country) who were in the national Follow Through program. All took part in six weeks intensive training in the philosophy and techniques of the EP. This training was on a more abstract and theoretical level. A control group of 34 randomly selected teachers from the summer courses at the University of Arizona was used. All received the SEA.

Results. Findings indicate that both groups of EP teachers had consistently and substantially acquired the EP viewpoint. Study I EP (long term and diffuse training) and Study II EP (short term and intensive) had significantly produced changes in the attitudes of the subjects in terms of pedagogical convictions.

JHL
Aed

110. Schmidt, L.J., and Nelson, C.C. The affective/cognitive attitude dimension of teachers of educable mentally retarded minors. Exceptional Children, 1969, 35(9), 695-701.

Purpose. To investigate whether special teachers on the secondary level exhibit a consistent attitude toward affective or cognitive goals. A second factor studied was to see if there was a difference between teachers with previous regular class experience and those without it who are teaching special classes.

Procedure. The subjects were 80 secondary level special class teachers for educable mental retardates from a southern California school district. The subjects were 50% male and 50% female and all taught either 7-9 or 10-12 grades.

Form letters were randomly sent to the teachers in which they received a forced choice questionnaire. The questionnaire was based on the Preferred Student Characteristics Scale (PSCS) as developed by Nelson (1964).

Results. Data were processed in a 4x2x2 analysis of variance computer routine. The findings indicate that special class teachers place greater emphasis on personal and social adjustment of pupils than do regular class teachers, and that there are no significant differences in terms of the other variables considered in this study.

Acp
Aed
Tem

111. Scriven, M. Social Science Education Consortium. Publication 110. The Methodology of Evaluation. Lafayette, Indiana: Purdue University, 1966. ED 014 001

The aim of this paper is to exhibit some of the philosophical and practical deficiencies of current conceptions of how educational instruments should be evaluated, and to show ways for reducing these deficiencies. The term "educational instruments" is used to include such things as new curriculums, programed texts, inductive methods, and individual teachers. The main focus of the paper is on curriculum evaluation, but in the author's opinion, almost all the points made transfer immediately to other kinds of evaluation. Section headings are as follows--(1) outline, (2) goals of evaluation versus roles of evaluation, (3) arguments for and against formative and summative evaluation, (4) evaluation versus process studies, (5) evaluation versus estimation of goal achievement, (6) instrumental versus consequential evaluation, (7) comparative versus noncomparative evaluation, (8) comparative evaluation--the criteria of educational achievement, (9) values and costs, (10) another kind of evaluation--"explanatory evaluation," and (11) conclusions. The discussion which is relatively elementary and etiological in the early sections progresses to an occasionally more difficult and generally more practical level in later sections. This paper was written as part of the Social Science Education Consortium, a curriculum project designed to outline the concepts, methods, and structure of several of the social sciences for use by teachers and curriculum workers at all grade levels. (ERIC abstract)

Rel
Rlp
Val

112. Sharples, D., and Thomas, D.J. The perceived prestige of normal and special education teachers. Exceptional Children, 1969, 35(6), 473-479.

Purpose. To investigate the relative status of teachers in regular and special education.

Procedure. Samples of 183 serving teachers from England's special and normal schools were each administered a 36-item paired comparison questionnaire. The instrument required the subject to indicate teaching tasks to which he attributed greater prestige.

The consistency of the scaling of a given teaching task was both within and between the sample groups.

Results. Findings indicate that a teacher's rating of various tasks is a reflection of his experiences, attitudes, personality, and the information available to him. Normal teaching was rated less prestigiously than special teaching.

Comment. The author queries as to why it is difficult to get teachers into special education if it is a more prestigious profession.

Job
Mem

113. Smith, R.A., and Fox, F.H. Expressed Attitude of Teachers Toward Negotiations: A Factor Analytic Study. Paper read at American Educational Research Association Annual Meeting, 1971. ED 048 628

Purpose. To determine the attitudes of teachers toward negotiation procedures and to develop an instrument to predict the level of support and desired involvement of teachers in negotiation procedures.

Procedure. Eighty-nine teachers, in a school district considered to be representative of teachers in southern California, responded to 72 attitudinal statements collected under four headings: (1) attitude toward the negotiation process, (2) evaluation of the negotiation process, (3) perception of the effectiveness of the negotiation process as practiced in their district, and (4) subjects which should be included in the negotiation process. A Verimax factor analysis of their responses was then performed.

Results. Teachers distinguish between two general areas of negotiation--professional duties and working conditions. They are most concerned with being involved in determination of negotiating items in the area of professional duties and apparently are willing to assume a more passive role in the area of working conditions.

114. Solomon, B. Educators and the racial issue in education. Illinois School Journal, 1968, 48(1), 25-34. ED 024 700

This document points out the link between racism and education as interrelated social institutions, analyzes educators' positions on the issue, and offers a concept of educational integration. Within a racist society the schools and its teachers will perforce reflect the dominant pattern in all the components of education. A racist attitude among teachers and school professionals is completely unprofessional, and is predicated on both a falsehood about racial inferiority and a dishonest posture of color blindness or neutrality. Segregation is in fact an abnormal type of relationship, whereas integration is a truly normal one wherein both races would accept each other and work together on an equal footing. The major focus of change must be the white community which has been responsible for structuring this abnormal relationship. A genuine integration effort should be teacher-initiated and comprehensive, to eradicate segregation throughout the field of education. The emphasis on racial balance in the schools only avoids the need to confront the intangible aspects of racism. (ERIC abstract)

EPL
JHL
Aed
Rlp
Val

115. Sontag, M. Attitudes toward education and perception of teacher behaviors. American Educational Research Journal, 1968, 5, 385-402.

Purpose. To discover how attitudes toward education influence perception of desirable teacher behavior.

Procedure. Potential subjects (teachers in public and parochial schools and university classes) were administered the Educational Attitudes Scale (Kerlinger, 1958). Subjects were selected in such proportions that 32 were rated as traditionalists on the EAS, 32 as progressives and 16 as persons with mixed attitudes. Each subject was administered the behaviors Q-sort. Half the subjects were asked to sort behaviors desirable for an elementary school teacher, while the other half sorted desirable high school teacher behaviors.

Results. Four factors underlie the behaviors judged desirable for elementary teachers: concern for the individual, structure and subject matter, stimulating teaching, and self-control in teaching. Most of the progressives loaded on concern for students; most of the traditionalists loaded on structure and subject matter. Those sorting for high school teacher behaviors yielded similar results. A general subject matter factor emerged that accounted for 46% of the common variance factor. Almost all intercorrelations between factor arrays on elementary and high school Q-sorts were positive and statistically significant.

JHL
Per
Rel

116. Start, K.B. Rater-ratee personality in the assessment of teaching ability. British Journal of Educational Psychology, 1968, 38(1), 14-20.

Purpose. To investigate the factors upon which the ratings of teachers by their head teachers are based.

Procedure. Subjects were 39 members of a secondary school teaching staff who completed a test battery which included the 16 Personality Factor Test of Cattell (Form B). The head teacher was asked to use a five-point scale to rate each staff member on nine different criteria including: teaching ability, relations with colleagues, class control, relations with parents, administrative ability, relations with children, intelligence, extramural contributions, and relations with the head teacher.

In addition, the head teacher also completed a set of test material.

Results. The ratings of each teacher on the nine variables were highly correlated. Obviously, a considerable halo effect was occurring. The sum of the ratings from the previous nine ratings was used as a tenth variable and the data subjected to factor analysis. Two disproportionate principal components were revealed.

Scores for the similarity of the personality of teacher and head teacher were calculated. These were then compared with the head teacher's rating of the teacher's teaching ability, relations with the head teacher, and relations with staff colleagues. It appeared that teachers with profiles very similar to or very different from that of the head teacher had higher ratings for teaching ability and for social competence. The teachers with the lowest ratings had a tougher, self-confident unconventionality which would tend to make them independent of the head teacher.

These findings bring about the possibility that the high rating given to a teacher who has little in common with the head teacher may be a result of an over-compensation on the part of the latter. Perhaps the head teacher finds it necessary to rate higher those teachers who have succeeded in situations where he has not. The author suggests that it may not be inherently wrong for the success of teachers to be related to the similarity of their personalities to the personality of the head teacher if the head teacher is a validated measuring instrument (i.e. a successful teacher himself), and if similarities essential to good teaching can be assessed by personality variables.

The question of whether the head teacher is a successful teacher goes unanswered because there are no real criteria for success. The implications, therefore, are that different head teachers will assess their assistant teachers differently according to their own personality variables. Thus, teacher ratings may fluctuate from head teacher to head teacher. This must be watched when investigating teacher's ratings.

PSL
Aed
Tem

117. Stern, C., and Rosenquist, B. The Development of an Instrument to Measure Teacher Attitudes Toward Evaluation (TATE), 1970. ED 043 655

Purpose. To determine if teacher attitude toward evaluation is a function of beliefs about evaluation.

Procedure. A list of items covering a variety of research and evaluation concerns was constructed. Twenty-two items which defined evaluative characteristics were rated with four sets of bipolar adjectives. Four statements beginning "Evaluation includes ..." were rated in terms reflecting probability of occurrence. Finally, the term evaluation was rated using four sets of bipolar adjectives. This comprised the TATE (Teacher Attitudes Toward Evaluation). It was given to 39 subjects including Head Start teachers, Child Development Supervisors and other specialists in early childhood education. There was a pretest, further orientation on evaluation, posttest design which is not explained specifically.

Results. There was a high positive correlation between attitude toward evaluation and the obtained measure of the attitude on the TATE. Increases in knowledge about research or evaluation were paralleled by increases in favorable attitudes toward various components of evaluation.

118. Sweeney, D.B. T-Group Method of Sensitivity Training: Its Effect on Teacher Attitudes as Indicated on the Minnesota Teacher Attitude Inventory. Setauket, N.Y.: Three Village Central School District 1, 1969. ED 038 372

Purpose. To determine the effect of T-Group sensitivity training on teacher attitudes.

Procedure. The subjects were 25 teachers in the Three Village Central School District of Setauket, New York, who were enrolled in a course described as an experience in sensitivity training. A control group of 16 teachers from the same district was used. They were enrolled in a course in Iroquois Indian History.

At the first meeting of each course, all the subjects received the Minnesota Teacher Attitude Inventory. This was readministered at the end of the two courses.

Results. Analysis of the data indicates that the experimental group scores increased five to 20 percentile points.

Comment. A good discussion as to the reasons behind the findings and the implications for future research.

119. Teacher Aides or Auxiliary School Personnel. Arlington, Virginia: Educational Service Bureau, Inc., 1966.
ED 024 620

This publication discusses the role and function of the teacher aide. First, the role of the teacher aide is described as it has evolved in 12 school systems in the states of Michigan, Missouri, Connecticut, Massachusetts, California, and Oregon and in federally assisted programs. Second, program guidelines are provided under the headings "Clarifying Objectives," "Determining Functions of the Aides," "Clarifying Responsibilities," "Preparing the Teachers," "Selecting the 'Right' Aides for the Program," "Providing a Training Program," "Employment Arrangements," and "Evaluating the Aides and the Program." The third topic discussed is the recruiting and screening of aides. (ERIC abstract)

120. Tobias, S. Dimensions of teachers' attitudes toward instructional media. American Educational Research Journal, 1968, 5(1), 91-98.

Purpose. To determine teachers' attitudes toward three different media of instruction--traditional, mechanized and automated.

Procedure. The subjects were 179 teachers enrolled in graduate education courses. They were asked to rate their attitudes toward 16 terms describing the instructional media using scales drawn from the semantic differential (Osgood, 1957).

Results. Because of the wide range of experience of these teachers with the different media questioned, the findings, based on this population, should be looked at carefully.

Findings do indicate that the threat of automation is a factor in the teachers' attitudes toward the media. Automated media was the most disliked, mechanized less so, and traditional media was preferred.

EPL
Acp
Ame

121. Tom, C.L. What Teachers Read to Pupils in the Middle Grades.
(Ph.D. dissertation, Ohio State University) 1969.
ED 041 887

To ascertain, classify, and evaluate the quality of prose and poetry read to pupils in grades 4-6 by their teachers and to determine some of the situational factors that affected this reading, a 30-item questionnaire containing objective multiple choice items (concerning teacher background, library facilities, and read-aloud practices) and open-ended items (requesting the titles of prose and poems that teachers had read to their pupils from September 1967 to January 1969) was sent to 1,020 teachers in five states. Information was obtained from 582 teachers; objective items were analyzed with Ohio State Questionnaire Analysis Computer Program, while the quality of each title was measured on a four-point scale determined by its rating in two current standard bibliographies. Findings indicated that (1) a large proportion of teachers value reading aloud to their pupils; (2) the prose and poetry choices of men and women teachers vary little; (3) more fiction than nonfiction is read aloud, and the fiction read is of higher quality; (4) reading choices depend on what is easily available in textbooks and the school library; and (5) teachers need to know more about children's books and poetry, especially contemporary materials. (ERIC abstract)

EPL
JHL
Ain

122. Treffinger, D.J. et al. Teachers' Attitudes About Creativity.
ED 013 803

To determine the effects of an inservice program on teachers' attitudes about creativity, about 250 teachers and administrators, from all grade levels, in a city of about 20,000 in northern New York attended a four-day institute in creative problem-solving. The program consisted of one-hour formal presentations on current theory and research in creativity and problem-solving, and discussions of the presentations. A 14-item attitude survey, utilizing both a five-point Likert-type scale (strongly agree or disagree) and a rating on a five-point scale of the truth of a statement was administered before and after the program. It was found that after the program (A) more teachers agreed with the statements, (1) "The creative child is not likely to be well-liked by his classmates," (2) "It is possible to improve students' ability to think creatively and to solve problems," (3) "I could identify the children in my classroom who are the most creative," and (4) "There is a very thin line between the very creative act and the pathological," and (B) more teachers disagreed with the statements, (1) "Our efforts to improve creativity are in vain because it is probably a national strength," and (2) "Most paper and pencil tests do not really measure students' creative abilities." It is concluded that such inservice programs are valuable in developing increased understanding of creativity. (ERIC abstract)

123. Tuckman, B.W., Forman, N., and Hoy, W.K. Teacher innovativeness: A function of teacher personality and school environment. Proceedings of the 79th Annual Convention of the American Psychological Association, 1971, 6, 527-528.

Purpose. (a) To uncover factors related to the innovative behavior of teachers and thereby contribute to the notion of the teacher as a potential change agent; (b) To apply Lewin's theory that behavior is a function of the interaction of the person and the environment in order to demonstrate that it explains behavior more clearly than either factor alone.

Procedure. Subjects were 304 teachers who had submitted proposals for mini-grants. They were divided into two groups; those whose proposals were accepted (152) were termed innovative; those whose proposals were rejected (152) were termed non-innovative. Innovativeness was considered the independent variable. Openness of school climate as perceived by the teacher was defined as the moderator variable. Each teacher completed the Organizational Climate Descriptive Questionnaire (Halpin, 1966). The main dependent variable was personality of the teacher in terms of abstractness as measured by the System IV scale of the Interpersonal Topical Inventory (ITI; Tuckman, 1966). A second dependent variable was defined as external support. It consisted of two items intended to ascertain whether the teacher had received administrative support for the mini-grant proposal.

Results. Teachers in Open Climates received significantly more external support than teachers in Closed Climates ($p < .01$). There was a significant interaction between teacher innovativeness and climate on the measure of teacher abstractness ($p < .01$).

Comment. Since many variables may have been responsible for the acceptance or rejection of the mini-grant proposals, it seems questionable that their acceptance or rejection could be considered an accurate measure of innovation per se.

Acp
Car

124. Turley, J.D. Attitudes of Rhode Island Secondary School English Teachers Toward Certain Objectives in the Teaching of English. (Ed.D dissertation, Boston University School of Education) 1969. ED 048 264

The purpose of this study was to (1) compile a list of English teaching objectives based upon a study of the literature, (2) discover teachers' attitudes toward these objectives, and (3) compare the attitudes of the teachers grouped according to age, sex, community composition, level of teaching, academic training, college major, longevity, and student ability. The study tested the hypothesis that these characteristics do influence English teachers' attitudes. Procedures included a survey of the literature, a classification of objectives into categories, and the construction of a five-point data gathering questionnaire which was circulated with a 68.7% return and a reliability quotient of .70. It was concluded that (1) the acceptability to teachers of a majority of the objectives was significantly related to one or more of the professional characteristics, (2) English teachers are more interested in practical goals directly related to the study of English than in some of the social and humanistic implications of the teaching of English, and (3) professional characteristics influence teachers' attitudes but not to the extent that neat formulae for predictability can be justified. (ERIC abstract)

EPL
Car
Per
Pro
Rel

125. Turner, R.L. Beginning Teacher Characteristics and Beginning Teacher Problems--Some Predictive Relationships. 1966. ED 015 886

As part of a larger study dealing with the beginning teacher's adjustment to teaching, the relationship between beginning teacher's personal-social and problem-solving characteristics and the teaching problems experienced by them was examined. Data were gathered through the analysis of results of the Teacher Characteristics Schedule (TCS, administered as they began teaching), interviews with the elementary supervisor, the director of elementary education or the superintendent, and a questionnaire filled out by the principal of each teacher. From the responses eight categories of school problems were isolated. Scores of teachers in a problem category were then compared by analysis of variance with those of the no problem group on the ten teacher characteristics of the TCS. Among the findings were--(A) teachers with subject matter problems did not differ significantly on any characteristic from those having no problems, (B) those with management problems had less favorable attitudes towards the school staff than those with no problems, (C) teachers with discipline problems differed significantly on six characteristics--(1) warm, understanding, (Factor X), (2) organized, businesslike, (Factor Y), (3) attitude towards school staff, (Factor Q), (4) stimulating, imaginative, (Factor Z), (5) traditional vs. permissive, (Factor B), and (6) problem solving performance. (ERIC abstract)

EPL
Car
Org
Per
Rel

126. Turner, R.L. Differential Association of Elementary School Teacher Characteristics with School System Types. Final Report. Bloomington: Indiana University, 1968. ED 024 634

An experiment was conducted to investigate three orthogonal dimensions of school districts--per pupil wealth, urbanization, and socioeconomic status--and three aspects of schools--socioeconomic status, weighting of teacher behaviors by principals, and type of supervisory organization--in relation to the level or status of and the valuing of two orthogonal sets of teacher characteristics. The first set was comprised of task performance variables, the second of personal-social variables. First, instruments were developed to measure teacher characteristics. Then a sample of approximately 650 teachers drawn from 52 schools in 20 Indiana school systems was studied. Statistical analysis of the results indicated that school districts above the state average in socioeconomic status hold a substantial advantage in attracting and maintaining intermediate teachers superior in task performance, but there is no general relationship between the task performance of primary teachers or the level of personal-social characteristics of primary or intermediate teachers and any major dimension of school districts. Moreover, the valuing of teacher characteristics is almost wholly coordinate to the presence of a supervisory organization in the school district. (ERIC abstract)

127. Vedral, N.M. Eduational viewpoints and teaching patterns of junior high school teachers. Illinois School Research, 1971, 7(2), 24-28.

Purpose. To investigate, by curricular pattern of organization, the educational viewpoints of junior high school teachers, their students' perceptions of their teaching patterns, and the relationship of the teacher's educational viewpoints to their students' perceptions of their teaching patterns.

Procedure. Subjects were 39 language arts and social studies teachers and 1,969 students. Teachers responded to Characteristics B-Educational Viewpoints Scale (Ryan, 1960). Students responded to the Minnesota Student Attitude Inventory (Flanders).

Results. Separate subject teachers espoused more traditional viewpoints than block time teachers ($p < .05$). Students' perceptions of their teachers' teaching patterns by curricular organization was significant at the .01 level.

JHL
Per
Val

128. Walberg, H.J., and Welch, W.W. *Personality Characteristics of Innovative Physics Teachers*. 1967. ED 015 888

Purpose. To determine how innovative physics teachers' personalities differ from their colleagues', and how their personality characteristics relate to their knowledge of physics and attitude toward teaching.

Procedure. The subjects were 36 males taking part in a briefing session for a new physics course. Each received the Allport-Vernon-Lindzey Study of Values (AVL), the Edwards Personal Preference Inventory, the Minnesota Teacher Attitude Inventory (MTAI), and the Test of Selected Topics in Physics (TSTP unpublished to date of this article).

Results. Analysis of the data indicates similarities between the personality traits of innovative physics teachers and creative scientists. On the AVL, subjects scored significantly higher than the norm population used to standarize the test on aesthetic and theoretical values, and significantly lower on economic, political, and religious values. On the EPPS, the subjects scored significantly higher than the average male high school science teacher (as found in an earlier study) on autonomy and heterosexuality, and lower on affiliation. Teaching attitudes correlated significantly with social and change values and with knowledge of physics.

JHL
Per

129. Walker, W.J. Teacher personality in creative school environments. *Journal of Educational Research*, 1969, 62(6), 243-246.

Purpose. To compare high creative secondary school teachers with traditional secondary school teachers on their level of stereopathy (authoritarianism).

Procedure. A panel of professionals in the field of psychology and education defined the variables for a creative vs. a traditional school. Four high schools were matched in terms of socioeconomic class and student ability. A total of 125 teachers, from the four schools, received a modified version of the Inventory of Beliefs (Form T).

Results. Findings indicate that high creative school teachers are more adaptive, flexible, outgoing, permissive, and nurturant--characteristics which are believed essential for the fostering of creativity in students.

It was concluded that high creative teachers are less stereopathic than traditional teachers.

Aed
Tem
Val

130. Wehling, L.J., and Charters, W.W., Jr. Dimensions of teacher beliefs about the teaching process. *American Educational Research Journal*, 1969, 6, 7-30.

Purpose. To identify the principal dimensions of teachers' belief systems regarding the classroom teaching-learning process.

Procedure. Subjects were active classroom teachers from the central Midwest. Eight groups ranging from 52 members to 291 members (Total N=966) were presented with questionnaires (revised and further refined after each administration) of a Likert-type format with five or six response alternatives. Factor analyses of results were made.

Results. Eight relatively independent dimensions of teacher beliefs were isolated: subject matter emphasis, personal adjustment ideology, student autonomy vs. teacher direction, emotional disengagement, consideration of student viewpoint, classroom order, student challenge, integrative learning.

Comment. Wehling & Charters identify the first two dimensions as akin with Kerlinger's measure of attitudes toward education.

EPL
Tem

131. Weinhold, J.D. An Attempt to Measure the Scientific Attitudes of Elementary School Teachers. (Ph.D. dissertation, Ball State University) 1970. ED 053 958

The development, refinement, and validation of a test, "The Scientific Attitude Inventory," to be used to assess the scientific attitudes of elementary school teachers is described. The final 70-item instrument was administered to a population of 224 elementary teachers in graduate study at the masters level in one institution. A series of sub-tests, each with a reliability of at least 0.70 was identified. (ERIC abstract)

EPL
JHL
Aed
Com
Job

132. Weinstock, H.R., and Turner, H.E. Philosophical Orientation, Logical Consistency, and Teaching Attitudes of Urban and Suburban Teachers. Paper read at American Educational Research Association Annual Meeting, 1970. ED 040 128

Purpose. To contrast the philosophical orientation, logical consistency, and teaching attitudes of elementary and secondary school teachers in two St. Louis school districts--one lower socioeconomic and urban, and one middle socioeconomic and suburban.

Procedure. A total of 318 teachers responded to the GNC Scale of Logical Consistency in Ideas about Education, and the Minnesota Teacher Attitude Inventory. Multivariate analyses of variance were used to ascertain differences between the two districts.

Results. Logical consistency was found to be highest (at the .02 level of significance) among suburban teachers in the 20-29 age group. Both urban and suburban teachers displayed an empiricist, rather than a rationalist philosophical frame of reference toward education. However, as a group, suburban teachers were more logically consistent in relating theory to practical views about education. Logical consistency in teachers appears to be highly related to age and choice of school districts. Less relationship appears to exist between logical consistency and sex, master's degree attainment, or teaching level.

EPL
JHL
Ain
Arc

133. White, W.F., and Hall, M. Multidimensional comparison of the attitudes of superintendents and teachers in majority Negro school districts of the south. *Journal of Educational Research*, 1970, 63(8), 339-343.

Purpose. To compare the attitudes of teachers and superintendents on race-related concepts and to determine if teacher attitudes were modified during a six-week institute.

Procedure. Subjects were 144 teachers (129 black and 15 white) representing six school districts, and 52 white superintendents from school districts in seven southern states. At the beginning and conclusion of a six-week teacher institute, each participant was asked to rate ten concepts on a seven-point scale using 12 bipolar adjectives. The concepts were: this summer's institute, the economically-deprived child, myself, a Negro teacher, a white teacher, Negro principals, white principals, other teachers, a Negro child, a white child.

Results. (1) All participants maintained a high, positive feeling of value and worth for the institute. (2) The Negro teacher was perceived by all participants as lower in ability and overall value to the public system. (3) The attitudinal approach of teachers is highly differentiated from that of principals and superintendents. (4) A change in teacher attitudes can be expected over a six-week period.

EPL
JHL
Car
Job

134. Wilbur, T.P. Relationship between certain staff characteristics and measures of holding power and expenditure. IAR-Research Bulletin, 8(2), 1968. ED 026 705

This study examines the relationship of 40 factors of elementary (K-6) and high school (10-12) staffs to measures of school system holding power and to net current expenditure per pupil. The staff data were collected in 1962 from a sample of 68 districts, and the holding power data were collected later from the same districts. The data are treated statistically in three steps: (1) The percentage of staff falling in each index of every factor is determined for both sets of data (K-6 and 10-12), (2) the percentage falling in each index is correlated with holding power and expenditure, and (3) the indices are combined, so that every possible combination is added and correlated with holding power and expenditure. Five factors show a significant and logical relationship: origin of staff, travel, literary interest, college training, and professional interest. The factors age, distance lived from work, intent to remain in present position, sex, marital status, number of school age children, children in parental family, residence while a college student, and level of father's education show a significant relationship but have no logical theoretical explanation. The results generally parallel those of similar studies. (ERIC abstract)

Arc

135. Wiles, D.K. Racial attitudes of inner-city teachers. *Urban Education*, 1971, 6(2/3), 273-278.

Purpose. Prior studies have indicated that inner-city school teachers exhibit least favorable attitudes toward non-white and disadvantaged students. The purpose of this study was to assess the racial attitudes of inner-city teachers.

Procedure. The 272 subjects were taken from the same urban school system used in the Coleman Report (1966) and in a study by the National Advisory Commission on Civil Disorders (1968). Each received a questionnaire (Wiles, 1969) which tapped attitudes via 30 forced-choice items.

Results. Analysis of the data indicates that these inner-city teachers exhibit contradictory attitudes about racial integration of schools. They agree on the value of integration in terms of promoting academic achievement, better self-concepts, and better relations, but disagree on the means and plans for integration.

136. Williams, F. et al. Attitudinal Correlates of Children's Speech Characteristics. Final Report. Austin: Texas University Center for Communication Research, 1971. ED 052 213

Purposes. (1) To discover if a two-factor judgmental model of confidence-eagerness and ethnicity-nonstandardness could be replicated with the use of video tapes and other teacher and pupil populations.

(2) To determine if the judgmental process tended to reflect a social sterotype elicted quickly and by only a few cues, or whether it reflected a more detailed perception.

(3) To determine the relationship of teacher characteristics to children's speech.

(4) To determine what preliminary evidence might be obtained of the relation between judgment of speech and a teacher's expectation of academic performance.

Procedure: Study I. Six one-minute video tapes were prepared for each of six ethno-status groups: Black Middle (BM) and Black Lower (BL), Mexican-American Middle (MM) and Lower (ML), and Anglo Middle (AM) and Lower (AL). The tapes were viewed by 102 undergraduate female students enrolled in a course in speech for prospective teachers--most were freshmen and sophmores and Anglo. The variations in presentation made of the tapes were: audio only (aud.), visual only (vis.), and audio-visual (AV). These were administered in a Lindquist (1953) Type IV testing design. Subjects were given standard instructions for prepared semantic differential scales and were told the task was to see how the children would differ in ratings.

Results: Study I. Children from the middle status group were consistently rated more favorably on confidence-eagerness than children from the low status group ($p < .01$). Ethnicity-nonstandardness will not result in anticipated status differentiation when the child is seen, but not heard.

Procedure: Study II. Six two-minute stimulus video tapes were prepared using the same ethno-status distinctions as in Study I. These were presented to 15 teachers and prospective teachers from upper division and graduate summer courses (14 Anglo, one Black). Ten items from the semantic differential scale in Study I were used with the inclusion of five filler items. These scales were individually printed on Hollerith data cards. Subjects were tested individually and allowed to request playbacks of the tape. For each video tape presentation, subjects were given a shuffled deck of 15 scale cards and instructed to distribute them on a table and complete them in any order desired. The subject was to stop the tape and mark the scales as soon as he was able to make a judgment. As each scale was completed it was to be deposited in a box. Time taken and order of scale completion were noted.

Results: Study II. It was anticipated that scales pertinent to ethnicity-nonstandardness ratings would be used prior to those for confidence-eagerness. There was no significant variation. There was significant difference in latency of response involving the ethnic variable. The order of latencies were: B (96.5 sec.), M (91.1 sec.), and A (84.8 sec.). There was also a significant ethnicity-by-status interaction ($p < .01$).

Procedure: Study III. Ten items from the Semantic Differential Scale (Study I) and five filler items were printed in randomized order on a sheet of paper. The subjects from Study II were requested to fill in stereotype response booklets consisting of six brief descriptions of the ethnic and status groups of children in the video tapes. All six descriptions were on one page, followed by six pages of semantic differential scales. This was done one week prior to the video tape presentation. Video tape testing was done individually (see Study II). Three to five days after video taping, subjects were once more requested to fill in the stereotype response booklets.

Results: Study III. Ratings of stereotyped descriptions of children and their video taped speech samples often corresponded in terms of the two judgmental dimensions: confidence-eagerness and ethnicity-nonstandardness ($p < .05$). There was a high correspondence between pre- and post-stereotype ratings.

Procedure: Study IV. Forty-four undergraduate education majors (42 female, 2 male), enrolled in a speech course for elementary teachers, were shown video tapes of individual 5th and 6th grade male children, representative of three ethnic groups. Each child was assembling a plastic model car while describing what he was doing and what he intended to do with his car. The audio portion of the tapes was dubbed. The Anglo child was always paired with the Anglo dub; however, two Anglo dubs were paired with the visual image of either a Mexican-American or Black child. It was possible to compare ratings of standard English speech as paired with children of three ethnic types.

Two weeks prior to the video tape presentation, subjects completed a pretest response booklet requesting imagined ratings of a Black child, Anglo child, and Mexican-American child on evaluation forms.

Each group of five or six subjects saw a dubbed standard English tape of a Black or Mexican-American, a non-dubbed tape of a Black or Mexican-American, and an Anglo non-dubbed tape. They were asked to complete the semantic differential scales (Study I).

Results: Study IV. Results of the analysis of variance of ethnicity-nonstandardness ratings revealed a significant main effect on the ethnicity dimension ($p < .001$). Thus, visual cues of ethnicity did bias teachers judgments of the same standard English samples.

Procedure: Study V. Two hundred and eighty-eight teachers in an in-service training program were shown a series of video tapes described in previous studies. Each teacher saw six video tapes involving four test sequences. Subjects were asked to fill out test booklets which contained 15 speech evaluation scales, an evaluation form containing scales for assignment of a child to a graded class of 1-5, and three sheets of stereotype label stimuli. When the teachers had filled out the sterotype label stimuli, the video tapes were shown and the evaluation was completed.

Results: Study V. Low status children were rated as more ethnic and nonstandard than middle status. Both Anglo and Black teachers rated Anglo children as the least ethnic and nonstandard. Mexican-

Williams, F. et al.

American teachers differentiated only the Black children as the low and middle status groups. The only significant variation in confidence-eagerness ratings was in terms of ethnicity. In terms of class assignments, ethnicity-nonstandardness was the more salient predictor of class placement in language arts, math, and social studies predictions.

Acp
Per

137. Wilson, A.P. Personality Characteristics of Teachers in Relation to Performance in an Individually Prescribed Instruction Program. Final Report. Logan: Utah State University, 1970. ED 040 163

Purpose. To determine whether a relationship exists between personality characteristics of teachers and their success in implementing the Individually Prescribed Instruction Program (IPI).

Procedure. Forty-three teachers participating in IPI programs in Oregon, Washington, Montana, and Idaho completed Form A and Form B of Cattell's 16 Personality Factor Questionnaire and the Personal Data Sheet. Three people (directors of Individually Prescribed Instruction programs) observed each teacher for approximately two hours and rated each teacher on the Rating Scale of Teacher Implementation of Individually Prescribed Instruction. Each teacher received two later ratings at two-week intervals. The IPI rating scale consisted of 41 items (statements of behavior) set up as a Likert-type scale, with a choice of five responses to indicate frequency.

Results. No significant differences were found between mean scores on the 16 PF of more successful and less successful IPI teachers. Number of years teaching experience, number of years within the school district, and age of teachers were found to be not significant as factors correlated with more or less success as IPI teachers.

Comment. It is Wilson's opinion that the small size of the sample was responsible for the failure of his results to achieve statistical significance.

EPL
Rlp

138. Witmer, J.M. The Teacher's Guidance Role and Functions as Reported by Elementary Teachers. Paper read at American Personnel and Guidance Association Convention, 1968. ED 030 890

Teachers (556) in the elementary schools of Florida completed a Likert-type rating scale containing 65 items related to guidance practices, and 15 related to guidance principles. The guidance function was perceived as a major responsibility of the classroom teacher. Major guidance functions used by the teachers are listed. The practices having the greatest value for these teachers include: (1) using cumulative record information, (2) identifying exceptional children, (3) helping children explore the world of work, (4) helping children with learning and adjustment problems, (5) helping to develop special interests and aptitudes, (6) taking care of physical deficiencies, and (7) helping pupils examine their attitudes and feelings toward themselves. The elementary teachers recognized the need for additional guidance services, and accepted the idea of a guidance specialist. The role of this specialist is developed in relation to those areas in which teachers felt assistance was needed. (ERIC abstract)

Arc
Com
Org
Rel

139. Witmer, J., and Ferinden, F. Perception of school climate: Comparison of black and white teachers within the same schools. Journal of the Student Personnel Association for Teacher Education, 1970, 9, 1-7.

Purpose. To determine how the teachers in recently court-ordered desegregated schools would perceive their schools' climate and whether the two races would differ in perception.

Procedure. The entire faculties of ten recently integrated schools in northern Florida were given the Survey of Interpersonal Relationships (Witmer, 1969). Data were analyzed using a t-test of the difference to determine: (a) Teacher vs. Principal, (b) Teacher vs. Teacher, (c) Teacher vs. Self, (d) Teacher vs. Non-teaching Personnel, (e) Teacher vs. the Different Type Student, and (f) Teacher vs. Students in General.

Results. No significant differences existed between black and white teachers in their perceptions of the school principal nor in their perceptions of how students should learn in general. A difference significant at .05 existed between the groups regarding the Teacher vs. Different Type Student, with black teachers perceiving a better relationship. On the category of Teacher vs. Self, the black teacher perceived more conflict (significant at .05). The white teachers perceived less conflict than black teachers on the Teacher vs. Teacher category (significant at .01). On Teacher vs. Non-teaching Personnel, the black teachers perceived a better relationship with the non-academic staff (significant at .01).

CUL
Aed
Car
Per
Val

140. Wygal, B.R. Personal Characteristics and Situational Perceptions of Junior College Instructors as Related to Innovativeness. (Ph.D. dissertation, Texas University) 1966. ED 019 964

The purpose of this study was to identify personal characteristics and situational perceptions which differentiate junior college teachers rated as innovators from junior college teachers rated as traditionalists. Teachers in four Texas junior colleges were rated by their deans, and 52 who were rated as in traditional or innovative groups completed a questionnaire. Variables studied included age, sex, education, experience, teaching fields, cosmopoliteness, and perceptions of their own innovativeness in relation to that of their colleagues. With the exception of age, all personal and background characteristics studied appeared to have little value in the prediction of innovativeness. Innovators perceived themselves as more innovative than the average, while traditionalists considered themselves at least average in innovativeness. (ERIC abstract)

EPL
Aed
Tem

141. Yee, A.H., and Fruchter, B. Factor content of the Minnesota Teacher Attitude Inventory. American Educational Research Journal, 1971, 8, 119-133.

Purpose. To provide a factor analysis of the Minnesota Teacher Attitude Inventory (MTAI) and to provide a factor analysis of practicing teachers' MTAI responses as a basis of comparison and more general application in the assessment of teachers' attitudes.

Procedure. Subjects were 368 intermediate grade teachers. They were given the Minnesota Teacher Attitude Inventory, which was scored with a new logical scoring key (Yee and Kriewall, 1969) which Yee claims provides slightly higher consistency than the original key. The responses were intercorrelated and factor-analyzed by means of MAXFAC, a statistical computer program.

Results. Five factors account for 25% of the total variance of the 150 items: (1) understanding and democratic vs. aloof, harsh, and autocratic in dealings with pupils; (2) an attitude dimension toward children's capacity and willingness to work cooperatively with teachers in planning, fulfilling, and evaluating classroom work; (3) attitude of teachers toward proper handling of children's behavior; (4) laissez-faire vs. controlling attitude toward children; (5) pupils acquiescence to the teacher.

JHL
Aed
Rlp
Val

142. Zeigler, H. The Political World of the High School Teacher. Eugene: Oregon University, 1966. ED 014 789

As a political leader and as a communicator of political ideas to students, the high school teacher is investigated in four situations--(1) reacting to job and environment, (2) participating in an interest group, (3) expressing political values in class, and (4) reacting to community sanctions. The study is based upon interviews with 803 Oregon high school teachers. The typical Oregon high school teacher is found to be more conservative politically than his community and to become more conservative the longer he teaches. Small-town teachers, female teachers, and teachers of business education or general education are the most conservative. The political life of the Oregon high school teacher is found to be markedly less than that of other populations with comparable education and income. The few teachers who do take part in political activities are likely to be men supporting school bond issues and seeking increases in their own salaries. The author theorizes that two factors account for the political reticence of Oregon teachers--the job itself and the kind of people who are recruited into teaching. (ERIC abstract)

LIST OF ANNOTATIONS BY DESCRIPTOR CATEGORY

References are to entry numbers. Code letters pertaining to topic areas are indicated in parentheses following the descriptor listed. Code letters pertaining to grade levels (PSL - pre-school, EPL - primary or elementary, JHL - junior high or high, CUL - college or university, AEL - trade or technical education) are subheadings within each descriptor. In the body of the text, code letters appear in the upper right hand corner on the first page of each entry.

Attitudes of teachers toward or as a result of
--curriculum, school practices, innovations (Acp), 23, 52, 73, 81, 111, 137; EPL, 3, 4, 7, 8, 22, 64, 121; JHL, 7, 29, 34, 39, 64, 65, 70, 80, 101, 107, 124; CUL, 86, 93, 99; AEL, 19, 35
--educational issues, evaluation, teaching and research (Aed), 5, 9, 25, 38, 74, 76, 111, 130; PSL, 117; EPL, 4, 8, 18, 24, 49, 79, 115, 132, 141; JHL, 18, 21, 24, 65, 77, 79, 80, 110, 115, 127, 132, 142; CUL, 24, 44, 53, 72, 84, 95, 99, 140; AEL, 35, 42, 97
--inservice education, special training, study institutes (Ain), 23, 27, 52, 63, 75, 118; EPL, 22, 50, 62, 109, 122, 133; JHL, 29, 122, 133; CUL, 84; AEL, 13, 97
--instructional resources, newer educational media (Ame), 120; EPL, 121; JHL, 54; AEL, 43
--racial issues, disadvantaged children (Arc), 9, 27, 40, 48, 63, 96, 114, 135, 136, 139; EPL, 56, 71, 133; JHL, 133; CUL, 69

Characteristics, background (Car), 9, 12, 23, 25, 36, 40, 52, 63, 73, 75, 87, 96; EPL, 7, 11, 16, 18, 24, 41, 62, 64, 79, 88, 125, 126, 134; JHL, 7, 10, 11, 18, 20, 24, 26, 29, 34, 41, 64, 79, 124, 134; CUL, 14, 15, 24, 32, 68, 69, 78, 104, 140; AEL, 6, 35, 42, 82, 97

Comparative studies (Com), 1, 5, 12, 25, 30, 33, 40, 66, 74, 90, 139; EPL, 3, 71, 132; JHL, 21, 26, 107, 132; CUL, 72

Job satisfaction, job locale, working conditions (Job), 9, 25, 30, 33, 66, 113; EPL, 18, 41, 67, 132, 134; JHL, 18, 20, 41, 103, 132, 134; CUL, 53, 92

Membership in teachers' organizations, unions (Mem), 25, 113; EPL, 18; JHL, 18; CUL, 92

Organizational structure, organizational climate (Org), 1, 123, 139; EPL, 2, 16, 17, 18, 56, 67, 100, 126; JHL, 18, 20, 31, 34, 39; CUL, 14, 84, 86; AEL, 35

Personality attributes or traits, creativity (Per), 36, 38, 76, 85, 87, 108, 123, 137; EPL, 2, 11, 16, 17, 18, 49, 58, 88, 100, 125, 126; JHL, 10, 11, 18, 26, 34, 54, 116, 128, 129; CUL, 14, 15, 61, 140

Problems perceived (Pro), 33, 94; EPL, 28, 125; JHL, 28, 83; CUL, 84, 99

Relationships with principals and other personnel (Rel), 1, 36, 38, 76, 112, 139; EPL, 16, 51, 58, 59, 67, 100, 125, 126; JHL, 116; CUL, 84

Role perception (Rlp), 1, 38, 112; EPL, 49, 50, 51, 115, 138; JHL, 101, 115, 142; CUL, 14, 15, 44, 53, 57, 68, 93, 95, 99

Teacher aides, auxiliary personnel (Tap), 98, 102, 119; EPL, 45, 46, 47, 55, 89, 91; JHL, 45, 47, 55, 105; CUL, 106; AEL, 37

Tests and measurement devices (Tem), 81, 85, 94, 111, 130; PSL, 117; EPL, 88, 131, 141; JHL, 31, 83

Values (Val), 27, 90, 112, 130; EPL, 60, 88, 115; JHL, 31, 39, 60, 115, 128, 142; CUL, 44, 95, 140; AEL, 42, 97